

OCTOBER



1938

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TOP-NOTCH coaches and trainers recognize the importance of scientific protection — those *extra* precautions which can often spell the difference between ability to withstand gruelling punishment, and liability to quick injury and disablement.

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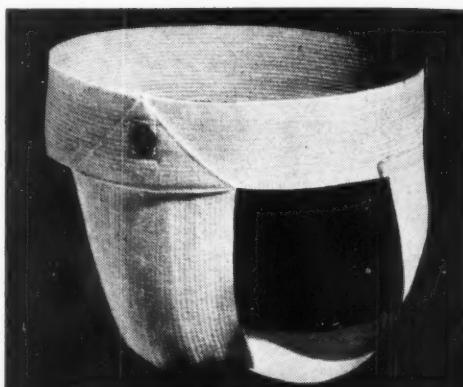
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\*Impartial survey by A. C. Nielsen Co. revealed 2 out of 3 athletes wear BIKE.



# BULLETIN...



## POINTERS ON THE CENTER PASS

BY CARL SNAVELY

The center is the pivot man on all offensive plays and the success or failure of the plays calls for accurate and properly timed passes from him. His stance is similar to that of other linemen, except that he is somewhat higher. His entire weight should be on his feet, with none of his weight resting on the ball. To throw an accurate spiral pass, the right hand is placed toward the front of the ball, with the fingers partly under the ball. The left hand is placed lightly on the left side of the ball and toward the rear. The pass is made much in the same manner as an overhand forward pass, the left hand merely guiding the ball. It is the right hand that imparts the force and the spin. The center's main attention is concentrated on making the pass. Then, as quickly as possible after the pass has been made, he comes up and makes his charge in the same manner, as do the other linemen.



CARL SNAVELY  
Head Football Coach  
CORNELL UNIVERSITY

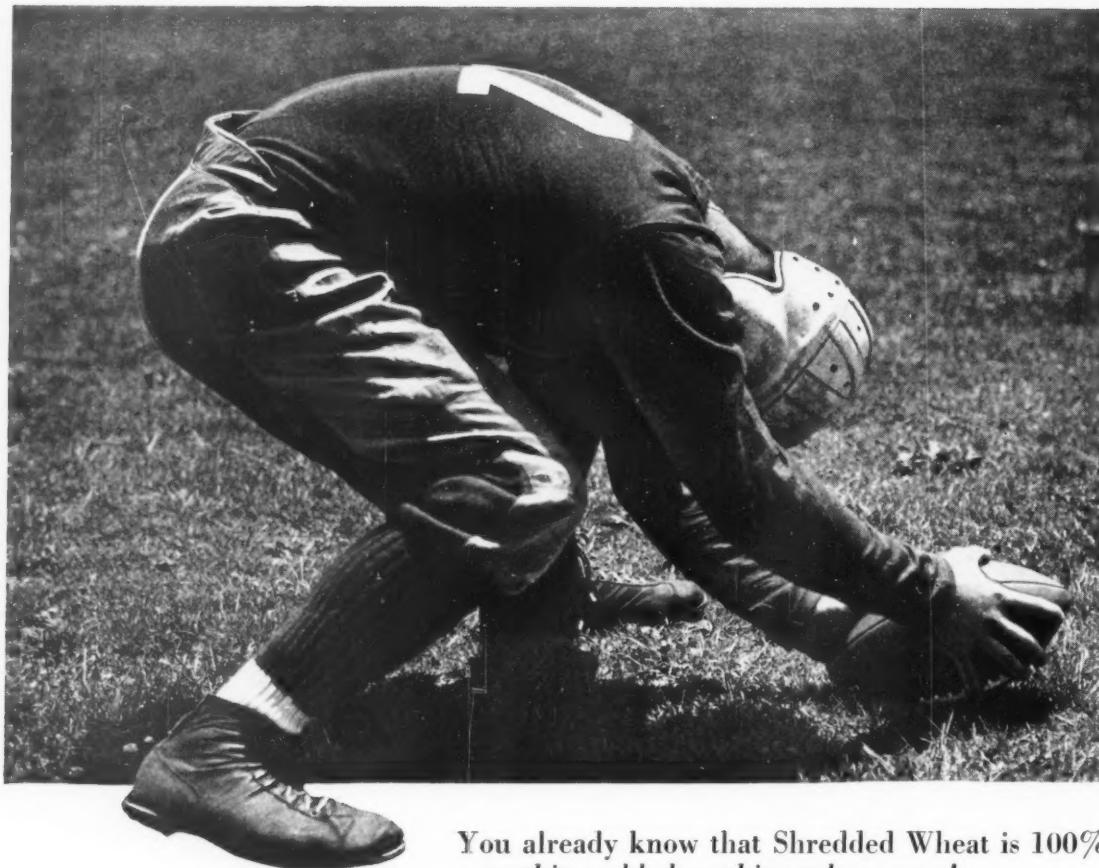


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ONE OF A SERIES OF POSTERS  
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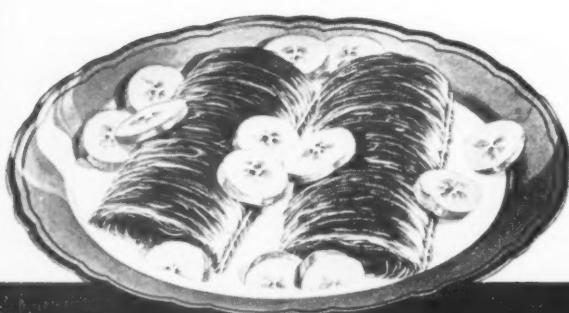
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# Safeguard against Flat Feet and tired legs —

## WITH "POSTURE FOUNDATION"

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THE CONFERENCE—A popular-priced shoe. Peg-top, reinforced, extra quality canvas upper, padded tongue, sponge cushion heel, "Posture Foundation," positive-traction molded sole.

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(U-2)

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Take the new patented O'Shea supporter shirt for example, illustrated at the left. It is swankily form fitting, yet does not hamper or bind. The arm holes have been moved up for better appearance. All in all O'Shea basketball wear has been stepped up for faster play.

The pants too have passed under the critical eyes of O'Shea designers. Note those illustrated below. Style, you will agree, is evolution and not revolution. Which simply means that O'Shea holds to tradition in such old-fashioned things as quality and workmanship. More than ever, in athletic wear,

### O'SHEA POINTS THE WAY



**AVOID TRAINING DELAYS! PLACE YOUR ORDER NOW AND BE ASSURED OF AN EARLY SEASON START!**

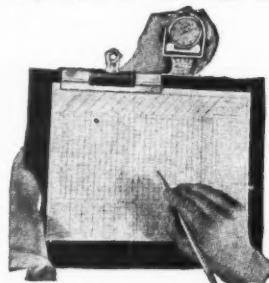
**O'SHEA KNITTING MILLS**  
2701 N. PULASKI ROAD . . . CHICAGO, ILL.

## NEW EQUIPMENT

### Time Study Board

A. R. & J. E. Meylan have developed a new Time Study Board with a Stopwatch Holder attached which will enable the user to both study the data sheets and keep track of the time. The Board is made of black bakelite which is much lighter than wood and will not warp or break. It has a smooth, highly finished writing surface, 13 in. by 10 1/2 in. The stopwatch holder is made of aluminum, and riveted to the board. Any

make of stop-watch can be used and is guaranteed not to move once the clamp is adjusted. A wide, movable clip holds the data sheets firmly and neatly. The Board is cut out on the left side to make it convenient to rest on the arm.



make of stop-watch can be used and is guaranteed not to move once the clamp is adjusted. A wide, movable clip holds the data sheets firmly and neatly. The Board is cut out on the left side to make it convenient to rest on the arm.

### New Basketball Shoe

Features of the new Brooks basketball shoe include a sharkskin scuff-proof tip, a form-fitting tongue which hugs the instep and prevents the tongue from slipping, and a diamond point lightweight, flexible rubber sole designed to obviate slipping, blistering and marking the floor.

### Women's Softball Shoe

What is perhaps the first softball shoe for women, made on a last that was especially designed for women, has just been produced by the Wisconsin Shoe Co. The new shoe has a snug fitting heel and scientific balance. The uppers are of yellowback horse and the soles are fitted with the approved A.S.A.A. three-eighths inch blunt metal cleats.

### Kicking Toe

Newest in foot toggery on the Pacific Coast is a special rubber toe with a corrugated two-inch rectangular tip which fits on the football shoe and aids the kicker in keeping a drop or placement attempt on line. The device was invented by Cecil Cushman, football coach at the University of Redlands. The toe plate is held securely in place by a rubber strap which fits snugly around the heel of the shoe. Phil Gaspar, a University of Southern California player, has been having remarkable success with his placement kicks since he started using the special toe adjunct.



### School Bath Towel Systems

George McArthur & Sons have an informative filing folder on school bath towel systems which will answer any question a school man may have on costs, quality of towels, and various systems that have proven practical. The service also includes figuring sheets to get anticipated towel system costs and samples of towels. For this free service check the blank on the master coupon on page 40.

### Badminton Sheets

Free copies of badminton sheets, giving the diagram on court lay-out and playing rules are being distributed by the Dayton Racquet Co., Inc. The sheet gives instructions on both the singles and doubles game. Send your request for these badminton sheets to the New Equipment Department, Scholastic Coach, 250 East 43 St., N. Y. C.

# SCHOLASTIC COACH

Reg. U. S. Pat. Off.

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IT ISN'T HARD for a boy to realize the wisdom of your "No Coffee" rule during training. Coffee *can* sometimes do harm to an athlete's physical condition.

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An ideal substitute is Postum. Postum has a delicious flavor, a satisfying aroma, and a cheerful warmth that make forbidden beverages easy to forget.

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avoid coffee..."

Postum contains no caffeine. It is simply whole wheat and bran, roasted and slightly sweetened. Delicious, easy to prepare, and economical (about 1/2¢ a cup). A product of General Foods.

**FREE!** ANDY KERR'S new booklet, "Attack In Football." In this interesting and instructive booklet, Coach Kerr has graphically described various systems of attack and the parts each man plays in them, illustrating his text with diagrams showing basic movements.

We will send you—*free*—as many copies of this booklet as you need for your team and candidates. Also free, as many trial packages of Postum as you need. Just fill in and mail the coupon.

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Fill in completely—print name and address. If you live in Canada, address: General Foods, Ltd., Cobourg, Ont. (This offer expires June 30, 1939.)

WOULD you like to win \$50,000? Would you care to be one of the 5,404 lucky people to win \$250,000? Wanna go to the movies tonight?

You are right, the great "Movie Quiz Contest" bug has finally bit us. We could hardly wait while the usher passed out the booklets giving us all the dope on how to win a fortune, with fun and fame thrown in absolutely free.

As you probably know the booklet lists 94 pictures and there is a question to fill in on each picture. Of the 94 there are ten pictures which could be classed as sport pictures. Please note our pussyfooting.

Well, we used our wiles (a chocolate soda with vanilla cream) on the beautiful young lady who reviews the movies for *Scholastic* and received preview passes for five of the ten listed pictures. Stills from these five pictures are on this page.

Our work is done. Yours is just beginning. Remember you have got to see 94 pictures. As a warm up drill we are going to give you a few hints and then see whether you can pos-

# Here Below

the second column belongs to Hollywood's outstanding glamour boy. Alarmed by the kidding given him by newspaper reviewers, M.G.M. scrapped the glamour roles planned for him and is now featuring him in he-man parts. In "the movie from



sibly guess the names of these five famous athletes. Lights! Camera! Time in!

The popeyed young man in the first column clutching the ball to his chest is about to embark on a trip all the way to the goal line. He has been a Milquetoast all his life but a beautiful girl gets him to go out for football. The idea being that his wealthy father will then shower down with a big endowment. To nobody's surprise he wins the game, and the girl realizing what an unladylike trick she had played falls in love with him. They croon a tune, and poppa kicks in with the endowment. The name of this athlete is J....P....r. He is a connoisseur of ducks.

That unprotected chin at the top of

which this picture was taken he is the "Killer," with a string of knock-outs longer than an elephant's memory. He sweats and says "yeah." His monicker is R....T....r.

In the center circle is a real athlete. As a basketball player at Stanford he was just about the best in the country. As an actor he is something less than that. Here he is being

helped into his jersey by the "prexy" and a biology prof. He will then be rushed to the floor and into the game where he will make enough baskets in two minutes to win the present game, and have a dozen or so left over for the next one. Hank L.... is the name.

That very tough looking player on the bottom is the only fellow who ever left Shangri-La (Remember "The Lost Horizon?") with a soul as troubled as when he entered. Maybe he'll find peace and contentment in "Touchdown Army" which should reach you early in October. The half-back's name is J.... H.... d.

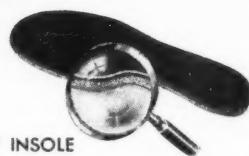
In the picture on the far right we see the only female drop kicker in captivity. In "Hold That Co-Ed," however, she does not win the big game in t.l.2.m.o.p. with a kick. She runs across the goal line in a hurricane, and not with the wind at her back either. The little lady wears pleated football pants, a satin helmet, but no silk stockings. Note the faulty (kicking) form. She could use a few kicking lessons from LeRoy N.

Mills. It is reported on impeccable authority that she will play the Scarlett O'Hara role in "Gone With the Wind." Her name is Joan Da...s.

Incidentally, John Barrymore pops into this picture as Governor Gabby Harrigan, a Mercutio with a permanent wave who is running for the Senate behind the interference of the all-America Wugerskis, a pair of professional wrestlers who are working their way through college as \$400-a-month commissioners of non-existent zoos and canals. Gabby's performance is just incredible enough to be reminiscent of the late Huey P. Long when the former Louisiana governor was mixing politics and college football in the Deep South.

# The new COMET for Basketball and Gymnasium

After working for two years with leading teams and coaches, "U.S." brings out its finest Fabric basketball shoe. A special last has been designed for the footwork that distinguishes varsity men. Flexible Arch Cushions lend extra support in stop-and-go play. Non-slip fabric insoles enmesh with woolen socks. Two-piece shaped, duck uppers are built high for ankle protection. Slant-cut tops. Colors to match or harmonize with school uniforms.



## SPEEDARCH

For a lightweight but sturdy basketball and gymnasium shoe, junior athletes turn to Keds SpeedArch. They like the Keds Scientific Last, Shock-Proof insoles, Flexible Arch Cushions and two-piece, shaped uppers with slant-cut tops. Four layers of fabric at the vamp resist the hard wear of strenuous play. Floor-gripping soles. Black or brown.

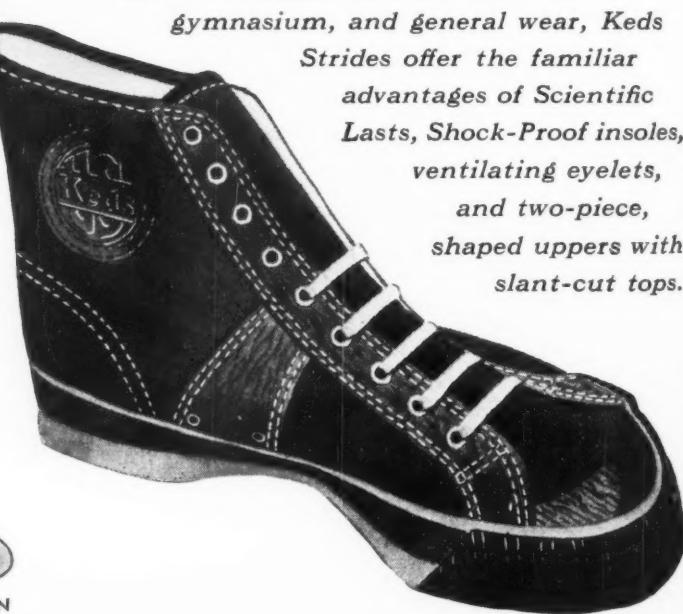


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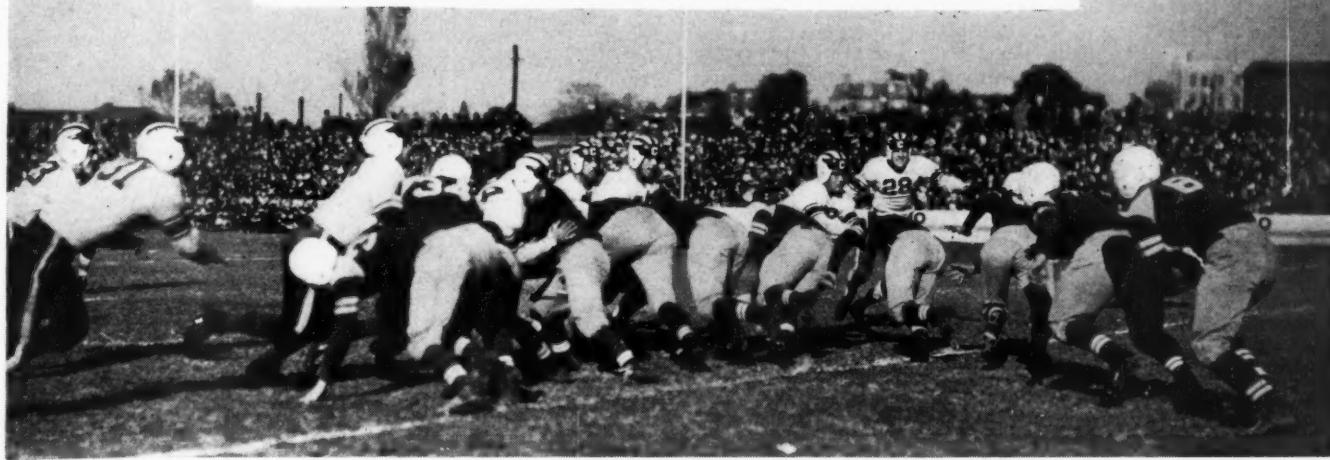
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**STRIDE** Long standing favorites among boys for intramural basketball, for gymnasium, and general wear, Keds Strides offer the familiar advantages of Scientific Lasts, Shock-Proof insoles, ventilating eyelets, and two-piece, shaped uppers with slant-cut tops.



## Five Men In The Backfield

By Irving Katzenbach



After four years of varsity football at Providence College, Irving Katzenbach put in two more seasons with the Providence Steam Rollers, one of the strongest independent professional teams in the country. While still an active player he coached both semi-professional and high school football, but since his retirement he has confined his coaching activities to the Central High School team in Providence, R. I.

**T**HERE is nothing more demoralizing to a team and its offense than to have an opponent in its backfield just as the play is getting under way. The free defensive man represents a destructive force. He throws the blocking backs and running linemen off-stride and makes the ball-carrier take a path other than the one he has been practicing for weeks.

Coaches have always planned their defense so that at least one man would get into the opposing backfield more or less cleanly. In the '20s most teams were using a seven-diamond or a seven-box defense. The three center men on the line were assigned to the five middle offensive players, and it was the responsibility of one of the defensive linemen to crash the enemy backfield no matter where the play went.

The two guards and the center each played one man. They did not charge blindly but held up the men in front of them and broke in the direction of the play. The defensive linemen took a fairly high stance, braced with one foot back, his arms and hands in front, and at the snap of the ball swung at his opponent's head or delivered a straight-arm shiver, and then went in the direction of the play. Someone was supposed to get in cleanly, for it takes an unusual type of offensive lineman to take a man by himself. For example, if the play

were to go between the defensive center and left guard, the offensive strong-side guard and inside tackle would drive in the defensive center and the outside tackle would have to drive out the defensive left guard alone. Since the left guard did not commit himself but merely held up the outside tackle, he was expected to go in cleanly and make the play.

When the passing game developed from a third or fourth down large yardage gainer into an integral part of the offense, the seven-man line was replaced by a six-man line. But coaches were still trying to get a man into the backfield to mess up things. They crashed the strong-side end in sharply, and to cover up in the eventuality of a sweep they floated the tackle. This was worked successfully until the offense started to run and buck inside of tackle. The crashing end could not get in fast enough to stop the play and every time the tackle floated he left a tremendous hole for the ball-carrier.

With the demise of the crashing-end-floating-tackle stunt, our football teachers started experimenting with various other methods of maneuvering a defensive man into the backfield. Some coaches played a tight six-man line and crashed ends and tackles, depending upon the backers-up to cover wide plays. Others employed the triangular defense—the tackle and end on the strong side working together with the backer-up. If the tackle was to charge wide, the backer-up would cover the inside, and vice versa. Sometimes the end and backer-up worked together, and sometimes all three harmonized their play.

Another school of coaches used an overshifted line with marked suc-

cess. Against a team that runs invariably to the strong side this works remarkably well, but against others it is vulnerable on the short side.

The author has used the accompanying defense with remarkable success against any system of offense which has a wingback outside of end. It shoots a backer-up into the offensive backfield and yet is strong against passes and sweeps. It is intended primarily to stop plays to the strong side, but the position of the two backers-up also makes this defense potent against plays over the middle or to the weak side.

### Against a single wing

Against a Warner single wing with the wingback outside the end, balanced or unbalanced, tight or split end on the strong side, the defensive men line up as shown in **Diag. 1**. The weak-side end takes a position one or two yards outside the offensive end; the right tackle plays on the inside shoulder of the end if he is split, if not, straight on; the right guard lines up directly in front of the center; the left guard is split between the tackles on the strong side; the left tackle lines up well outside the end; and the left end takes his position about two or three yards from his tackle. The fullback plays about one to one and a half yards back of the hole between the offensive end and tackle. The center assumes a position in back of his own guard, the same distance back as the full.

On all plays that go around end, off-tackle, and inside tackle (not including mousetraps inside of tackle), the offensive strong-side end, tackle and blocking back always start the same way. The end's initial step is toward the defensive left tackle, the outside tackle starts for the left guard and the blocking back always goes in the direction of the play, usually to the right. This creates an opening between the offensive end and tackle.

To take advantage of this opportunity, the defensive fullback is instructed to watch the blocking back. As soon as the latter starts to the right (Diag. 2), the fullback smashes into the opening as fast as he can. This throws him right into the heart of the play and he messes it up before the play really starts. The defensive tackle charges past the end, plays the wingback and then goes in or out depending upon the direction of the play. This leaves two defensive men in the backfield.

If the wingback starts to the left as on a reverse, the tackle goes inside. The left end is just wide enough to make a block by the wingback almost impossible. He watches the wing for his cue. If he makes a charge for the tackle, the end can expect a play at that point. If he starts around to the weak-side, the end may expect something back at him. The end fades if the play develops around him, and if it goes inside, he makes the tackle on the line of scrimmage or beyond it if he can.

### Assignments in line

The outside tackle must go for the defensive left guard because if he doesn't the guard, who makes his initial charge on the outside shoulder of the inside tackle, will slide off him into the center of the backfield. The defensive right guard drives straight ahead, the right tackle does not charge blindly but gets by the weak-side end and faces in, and the right end may smash or play safe depending upon his coaching. The defensive center watches the blocking back, and when the latter starts right slides along the line with him.

If the play develops into a pass, the left end (who watches the wingback) fades into the flat zone and the defensive center, instead of sliding parallel, goes diagonally backward and covers the middle lane. The fullback continues through and rushes the passer. Because the timing of the offense is based on a set defense, the fullback is usually the first defensive man to reach the thrower.

Should the blocking back drive any place over the middle, the fullback and center converge towards him because the play most likely will be a straight smash or a delayed drive to that spot. On all plays in which the blocking back starts to his left, the fullback slides along the line of scrimmage and the center drives in to protect the territory behind his right tackle. If the play develops into a pass, the full covers the middle and the center protects the flat.

Mousetrap plays on the strong-side tackle are not very successful against this defense. These plays depend upon perfect timing for their success. When the fullback crashes in, the mousetrapers just pass him and he meets the blockers or the ball-carrier coming into the hole. He creates a jam at the exact spot through which the blockers and the ball-carrier must pass. When the attack shifts to the left, the defen-

sive assignments are exactly the same. The weak side now becomes the strong side. This defense is not especially strong against a single wing which has the wingback playing in the split between end and tackle.

### Against a double wing

Against a double wingback offense with the wings outside the ends (Diag. 3), the defensive men line up as follows: the ends watch the wingback on their respective side. If he charges the tackle, they can expect a play in that sector. If the wing starts as on a reverse, a mousetrap on the defensive tackle or a double reverse is imminent. The defensive tackles evade the ends and play the wings. Should the wings start to the opposite side, the tackles

attack before it can materialize. On most plays to the right the fullback is supposed to be blocked on or beyond the line of scrimmage by a back or running lineman. But when the fullback is in the backfield before the blockers can get a real whack at him, the offense is up against something which may very easily develop into a demoralizing element.

Should the attacking team start switching assignments in order to cope with the crashing and troublesome fullback, a switch back to a regular defensive set-up will counteract the move. It is difficult enough for young players to learn their regular assignments against a specific defense, let alone learning a set of entirely new assignments during the course of a game. As it is, nowadays, they have to learn offensive assignments against five-, six- and seven-man lines.

In this type of defense the strong-side backer-up is relieved of all pass responsibility. Ordinarily, when a flat pass is completed in the fullback's flat zone territory for a substantial gain on a play that started like a run to the right, the fullback would hesitate before crashing a second time. But if he were told to forget completely about all passes, he should become a crashing terror on defense.

Somebody has to cover the flat zone, and it is assigned to the strong-side end. While the fullback is crashing into the backfield through the opening between the offensive tackle and end, the end watches the wingback and fades into the flat zone if the wing should start out for a pass. The end does not have to travel far to get to his zone for he is practically there. All he has to do is drop back a few steps.

### Easy defense to teach

Another very important point in this defense's favor, is the fact that it is an easy type of defense to teach. It is a simple matter to take any fairly well-built player, put him in the defensive fullback position, tell him to watch his key man and smash in when this man starts right. The fullback has nothing to worry about—no passes, no sweeps, no trick plays. The end just watches the wingback and covers up the backer.

This defense can be used all over the field and even when the team is backed to their goal line. The only necessary adjustment is to slip another player into the line between the guards. It is recommended that a different defensive set-up be employed occasionally just to further bewilder the offense.

The advantages of this defense are manifold. The coach who uses it has a defense that will:

1. Stop practically every play to the strong side.
2. Relieve the backer-up of pass responsibility and permit him to devote his full time to smearing the enemy plays before they really get started.
3. Be the simplest type of defense to teach.



cover the inside. The guards start straight ahead on their initial charge.

The key man for the fullback and center to watch is either the quarterback or the strong-side guard. If it is a short double wing with the fullback handling the ball, then the quarterback is the man; on a long double wing in which the quarterback handles the ball, the strong-side guard is usually the key offensive player. When the key man starts right, the defensive full crashes and the center starts laterally; if the key man moves to the left, then the center crashes and the fullback starts laterally. The defensive ends cover the flat zones on passes and the backer-up who is not crashing covers the middle.

### Hamstrings attack

By shooting a man into the offensive backfield, the defense hamstrings the



Photographs courtesy Harper &amp; Bros.

## SIX-MAN PASSING

Stephen Epler, originator of six-man football, introduced the game to the high school field on the pages of *Scholastic Coach*. His article, "Football Arrangement for Six Players," which appeared in the September, 1935, issue of *Scholastic Coach* was the first article on the sport ever published. The game caught hold rapidly and is now spreading like wild-fire. It is estimated that several thousand high schools are playing the six-man game this fall. (Epler's new book, "Six-Man Football," is reviewed on page 28.)

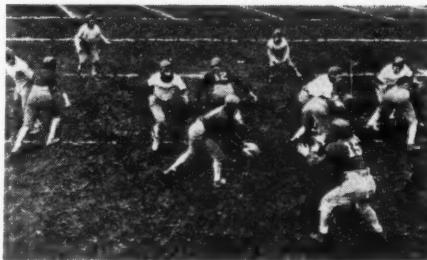
THE smaller team and the liberal passing rules in six-man football offer the coach unlimited potentialities in developing a diversified attack. Since a forward pass can be thrown from any point behind the line of scrimmage and everybody is eligible to receive, the ball-carrier can convert almost every play into a pass if he can find a receiver in the open.

Some coaches fail to utilize to the fullest extent the broad scope of the rules. For example, the Beatrice, Neb., High School eleven-man team several years ago had one game on its schedule with a Kansas team. Nebraska was then using the college rules, but Kansas had already adopted the National Federation code which allowed forward passes to be thrown from any point behind the scrimmage line. As the game was to be played in Kansas it naturally followed that National Federation rules were to be used.

Coach Latta of Beatrice did not believe it practical to spend much time on readjusting his offense and de-



By Stephen Epler



fense to allow for the differences in the two codes. However, he did give his team a set of pass plays which were designed to take advantage of the Federation pass rule, and devoted an hour to the development of a defense against passes thrown from a yard or two behind the line of scrimmage. The game was a surprise to both teams. The Kansas school did not use one play which utilized the Federation pass rule while the Beatrice team scored the winning touchdown on a short pass play which started as a plunge into the line and developed into a pass as the back neared the scrimmage line.

The six-man game not only allows forward passes to be thrown from any point behind the line of scrimmage and to any player, but also stipulates that all forward passes to players behind the line of scrimmage shall be considered backward passes and subject to advancement by either

## SIX-MAN PASS DEFENSE

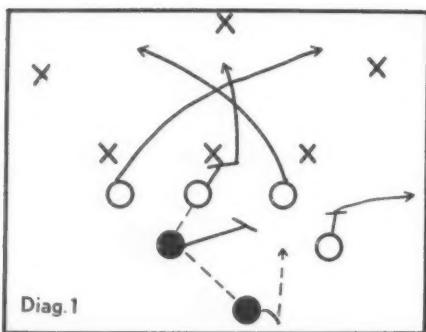
the offensive or defensive team should the pass be fumbled, intercepted or incompletely.

Since the rules allow so much elbowroom for the development of a well-rounded passing attack, every player on the team should be schooled in the art of receiving passes and at least two accurate passers should be developed. In organizing an aerial attack, the coach must adapt his plays to the strength of his personnel and the weakness of his opponents. The accompanying series of pass plays can be varied against different defenses and worked into various offensive formations.

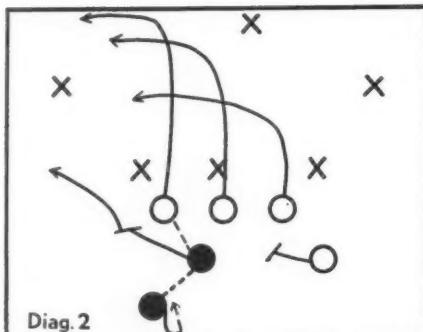
### Pass plays

The pass play in **Diag. 1** is designed against a man-to-man defense. The center and wingback must check the defensive center and end momentarily to give the passer more time to pick out a receiver. The quarterback slips the ball to the tailback and drops back and takes the most aggressive rusher. The left end is the logical receiver, but the pass can go to any of the four men. If all receivers are covered, the tailback can run instead of pass. This is an impossible alternative when the ball is snapped directly back to the tailback, because on running plays the rules require at least one backward pass after the snap from center.

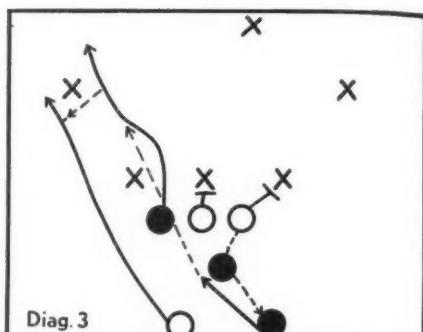
**Diag. 2** takes advantage of the shortcomings of a zone defense. After the snap the three linemen go straight downfield and then cross into the left zone at varying angles. The deep man



Diag. 1



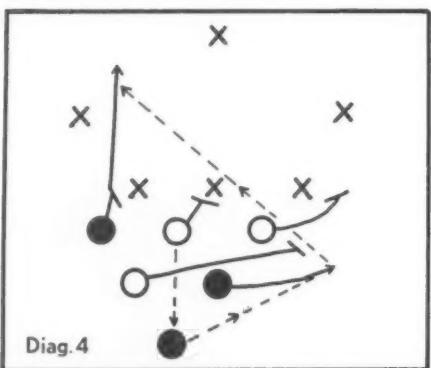
Diag. 2



Diag. 3

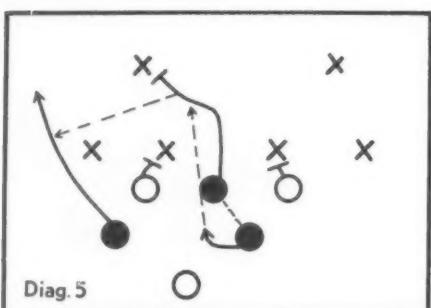
is the logical receiver if he is open. If the pass is thrown to the shallow man the passer and his blocker should move to the left to protect in case of interception.

**Diag. 3** starts out like a running play. When the right halfback nears the line of scrimmage he stops abruptly, comes up high with the ball above his head and makes a two-handed pass to the left end, who may in turn lateral to the left halfback. This pass is effective when the secondary defense is coming up fast to stop the running attack.



Diag. 4

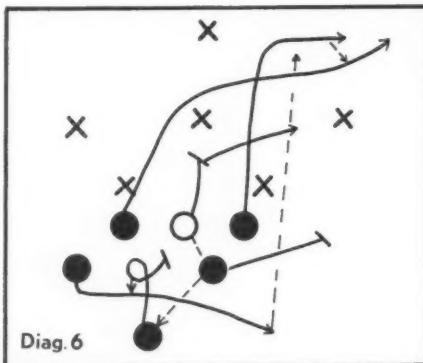
The double forward pass in **Diag. 4** is legal because the first pass is thrown to a player behind the line of scrimmage. The receiver comes to a dead stop, gets set quickly, and throws a long pass to the left end. The first pass to the right halfback tends to draw the secondary his way and often leaves the left end wide open. The right end and the left halfback must block their men thoroughly if the play is to work. This play will be doubly effective if it is called after the right half has received several short passes and ran with the ball.



Diag. 5

A quick basketball pass is shown in **Diag. 5**. The quarterback straightens up and tosses a two-handed pass to the center who in turn laterals to the wingback. This may be varied by having the quarterback first fake a backward pass

to the tailback or occasionally passing to the ends. The pass works well against a fast and low charging line.



Diag. 6

The pass in **Diag. 6** is thrown from a reverse, and is more deceiving after the reverse has been used several times strictly as a running play. The quarterback tosses the ball to the tailback who runs forward two steps, spins and gives the ball to the wingback. The wing runs laterally five to eight yards to pull in the secondary, then fires a pass to the right end, who tries to get behind the safety man. The right end may lateral to the left end. Note that every player has handled the ball on the play.

#### Organizing a defense

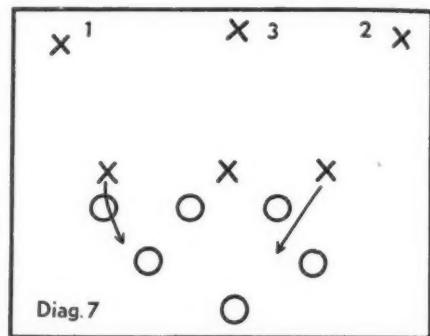
The rules that permit the coach so much latitude in the development of a pass attack, boomerang when it comes to building a pass defense. The six-man coach should not expect to perfect the air-tight pass defense that is possible in the eleven-man game. Both games have six offensive players eligible for passes but the eleven-man game has five more defensive players to cope with the pass.

However, the six-man coach has some things in his favor. There is a greater premium on intercepted passes in his game because the defensive player who intercepts has six players at the most to get by for a touchdown. Then, again, the six-man offense can provide less protection for the passer than the eleven-man attack. It takes only two rushing defensive men to harass the thrower. If the ball is knocked down behind the line of scrimmage, the defense can play it as a fumble and advance it.

A third advantage to the six-man pass defense is the fact that there can be no screening or decoying by ineligible players since every offensive man

represents an eligible receiver. The defensive team is also helped materially by the new rule which makes it necessary for the offense to gain fifteen yards in four downs instead of ten.

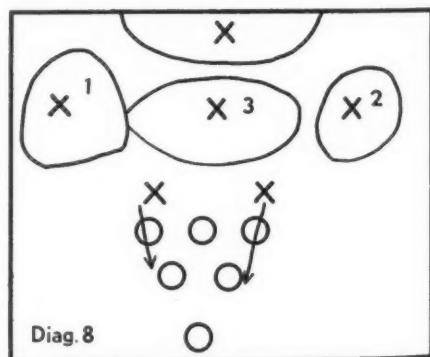
A few popular systems of pass defense follow. **Diag. 7** outlines a straight man-to-man defense. Defensive players 1 and 2 take the offensive end on their side, the defensive ends rush the passer, 3 takes the wingback or the quarterback, whoever goes out for the pass, and the defensive center covers



Diag. 7

the offensive pivot. Each defensive player must pick out his man quickly, keep between his opponent and the goal line until the ball is thrown, then play the ball and make every effort to intercept. In the man-to-man defense the coach can assign his best defensive player to cover the best receiver, and places a definite responsibility on each player.

Its weakness lies in the difficulty the players have to get to their men, and in the confusion that may occur when the offensive players criss-cross or when pass plays develop suddenly.



Diag. 8

The narrower six-man field is an asset to the zone defense. In the 2-3-1 defense (**Diag. 8**), the defensive ends rush the passer, 1 and 2 cover the side territories, and 3 covers the middle. (Concluded on page 31)

# QUARTERBACKING AND FIELD GENERALSHIP

By Hickman Ewing

Hickman Ewing, head coach and athletic director at South Side High School in Memphis, Tenn., is a former Howard College star quarterback.

**A**LTHOUGH the field general has the final word in the selection of a play, the responsibility to direct the attack should not fall entirely upon his shoulders. Field generalship is a team proposition. Every player may help the signal caller by keeping a sharp eye open for imperfections in the opponents' defense. This type of information should be relayed immediately to the quarterback, not in the form of a suggestion for a special play but always in the form of how the opponent is playing. In this respect the quarterback and his observant teammate should not jump to conclusions too hastily. The same mistake must be repeated by the opponent. If it is, the quarterback can take it for granted.

### Bearing important

The quarterback's bearing is more important than his strategy. He must be a leader; a boss without airs, confident, aggressive; a man who can call the plays decisively and provide the inspirational force that can give the team a lift. In combing his squad for quarterback material the coach need not look for a Phi Beta Kappa because there is a vast difference between academic and football intelligence. The man for the job is a player who will relish the responsibility of directing the offense; the type of boy who gets a thrill out of out-maneuvering an opponent. A player with a methodical mind has no business calling plays.

The blocking back usually is ideal for the position inasmuch as this player in most systems seldom carries the ball. This leaves his mind free to call the correct play. In the Notre Dame system the boy playing quarterback must be short in order to handle the position on the "T" and bulky enough to execute the heavy blocking chores after the shift. He can be slower than the other members of the backfield. "The right man to call signals," says Carl Snavely of Cornell, "is the man who should call them, no matter what position he plays."

The high school coach may work with as many quarterbacks as he desires, but he should make sure they are of a graduated scale so that he'll

**The right man to call the signals is the man who should call them, no matter what position he plays**

have new ones coming up all the time. At Wisconsin, in training his field generals, Harry Stuhldreher first lays the foundation under the shade of a tree somewhere on the campus. He sets up a defense with sticks, stones, etc., varies them and asks questions about which plays would work best under the varying circumstances. Before long the boys catch on and begin setting up the proper sequences by themselves.

The easiest mistake to make is that of over-coaching. The coach should not overtax a boy's mind with numerous do's and don'ts. A few fundamental points are necessary, however. (1) Time left to play. (2) Position on the field. (3) Down and yardage to go. (4) Direction of the wind. (5) Score. When a pass or run is successful, it may be a wise move to compliment the quarterback in the presence of the entire team. It lifts the morale of the team and tends to strengthen the players' confidence in their leader.

Every play should be grouped in one of four classifications: (A) Reasonably sure gainers which should be used repeatedly. (B) Fairly safe gambles on which you may lose distance but not the ball. (C) Risky gambling plays which endanger possession of the ball. (D) Experimental class. (The quarterback should not be burdened with these.) The signal caller should use what is working. It is poor judgment to experiment when you have a sure thing.

The following rules may guide the field general in his selection of plays:

1. Do not use a gambling play with short yardage to go. Exceptions: A forward pass may be attempted on the second down if eight or nine yards have been gained on the first play; between the opponents' seven- and fifteen-yard line, do not aim merely to make a first down. In that territory play for the touchdown.
2. In your own territory give preference to safe gambling plays (Class B).
3. A gamble is permissible between the opponents' fifteen- and seven-yard line, if their ground defense is particularly strong.
4. After a penalty or failure to gain, it is advisable to use a gambling play or a play that can shake a man loose for a long run.
5. Never use a risky gambling play

deep in your own territory except as a last resort to ward off defeat in the closing moments of the game.

The quarterback's principal function in the early part of the game is to find a weakness and then to nurse it along. He should use it as often as needed to make a first down, being careful not to spoil it or put it off too long. Following are a group of secondary rules to complement the primary set:

1. On a rainy or muddy day, let the other team have the ball.
2. Hold on to the ball if the wind is against you. If the wind is with you, use your kicking game to back up the opponents.
3. Be conservative if ahead in score; take chances when behind.
4. Have a definite conception of the strength and weakness of the opponents.
5. Know who makes the tackle on each play.
6. When in doubt, punt.
7. Rely on the law of averages—don't always expect the unusual.
8. Think in terms of men and weakness, not in terms of play numbers.
9. Generally, near the sideline, hit inside the tackle on the strong side.

### Play chart

The coach might keep a chart of the values and dangers of each type of play, and such information may appear on this chart as plays for steady use, checks and variations, plays for special situations, experimental plays, and dependable pass plays. Before every game, he should go over every classification and may even shift a play from one class to another, depending upon the type of team to be played. The coach should encourage his quarterbacks to submit play sequences, and discuss the contributions with the players and offer suggestions and corrections. He may also stimulate their thinking by playing strategy games with them and giving written quizzes.

The signal callers should study thoroughly strategy maps, charts of games, etc., so that the general scheme of attack becomes second nature to them. Only good sense will tell a quarterback when to deviate from orthodox plays, but a thorough knowledge of what is orthodox is imperative.

## SHOULDER STRAPPINGS

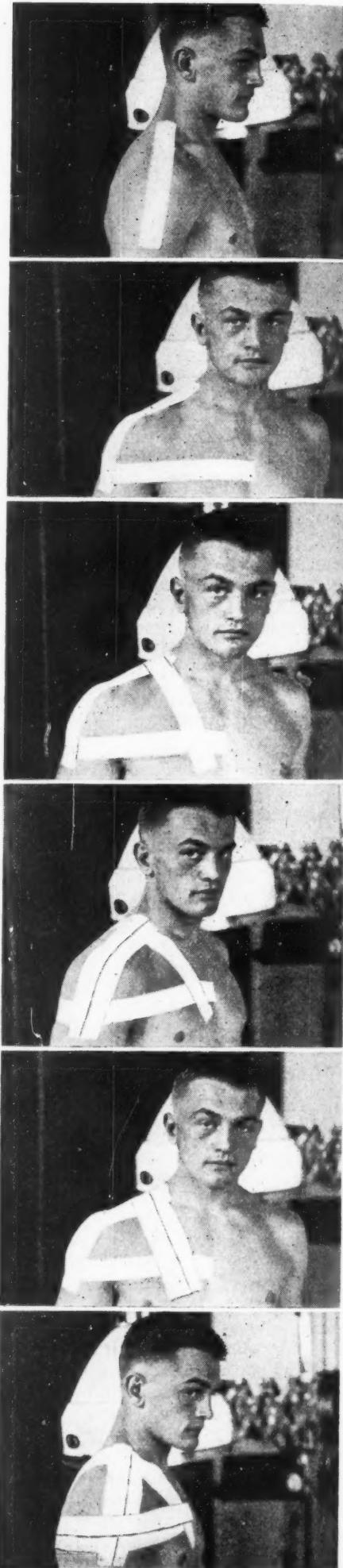
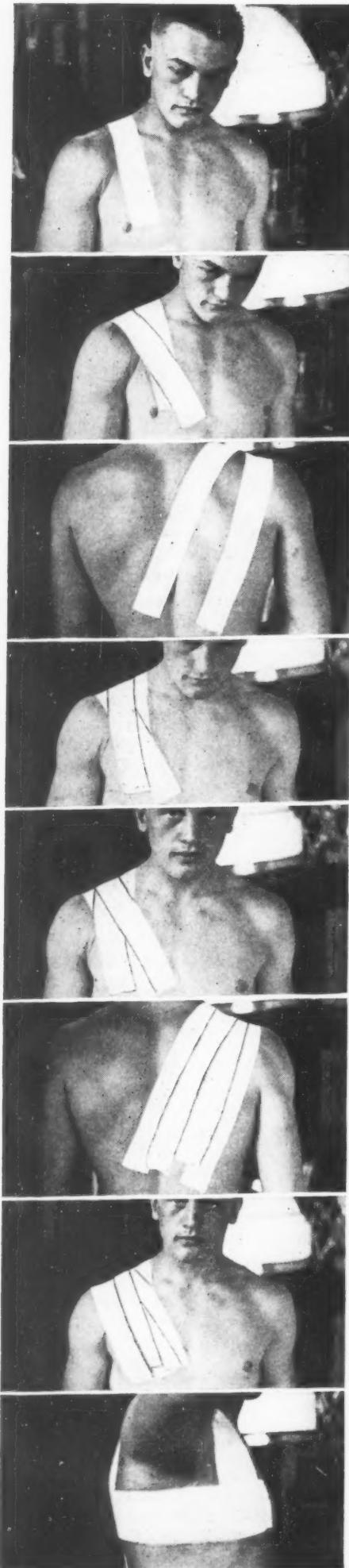
ACCORDING to statistics on injury incidence in athletics, the shoulder is one of the most vulnerable parts of the anatomy. Injuries to this member are usually produced either by a direct blow on the shoulder, by falling with considerable force on the elbow or by a sudden backward wrench of the shoulder. Swelling and localized tenderness over the joints and marked loss of power of the arm make the diagnosis obvious. It is essential for the coach or trainer to have a comprehensive knowledge of the anatomy of the shoulder. He should study each bone, ligament and muscle individually and know thoroughly the origin, insertion and action of each muscle. When a sprain occurs, administer cold applications immediately, wrap a number of sponges around the joint, pour cold water on the sponges for thirty minutes and use hot water for the next half hour.

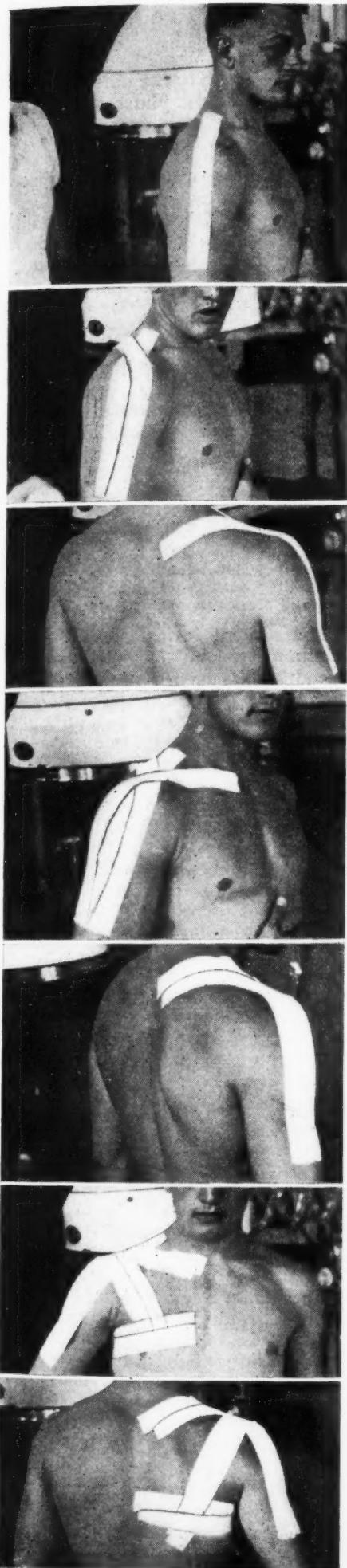
### Left: For Sprains

IN THIS support for a sprained shoulder joint, the first strip of tape is drawn from a point low on the pectoralis major, across the top of the shoulder and fixed on the opposite side of the spine. The second strip originates closer to the sternum and is brought over the outer edge of the clavicle and terminated well down on the back. The third and fourth strips are applied similarly, in diagonal fashion, across the acromioclavicular region (Nos. 4 and 5), and another strip is drawn over the very edge of the clavicle and partially over the head of the biceps (seventh picture). As an intermediate step, the trainer may apply several additional layers of tape over the shoulder until the desired strength of support is obtained. The strapping is then firmly anchored by several horizontal strips below the armpit.

### Right: Basket Weave

THE first strip in this basket weave type of strap starts at the base of the neck and is carried down about six inches below the tip of the shoulder. The second strip is a horizontal cross-piece from the sternum across the upper part of the arm to the back. The third strip is started from the back and brought over close to the neck to a point below the second piece. The next strip overlaps the first. Continue this overlapping until the brace is completed. The last picture shows the brace after double layers of tape have been applied. With the exception of the anchorage strips in the first strapping which are two inches wide, the trainer should use one and a half inch tape in both these supports. He may remove the strapping the next day and use any type of heat at his disposal. The shoulder is then restrapped.





### Left: For Contusion

EXPOSED as it is, the deltoid muscle on the upper part of the arm is the most commonly contused of any about the shoulder. The injury should be immediately treated with a cold application to control hemorrhage, and followed by the application of a firm compression bandage. This treatment may be followed up later with daily massage and heat. Not until the athlete's shoulder shows a return of normal strength should he be permitted to resume contact sports. This strapping takes some of the normal strain off the injured muscle or tendon and is beneficial as a support.

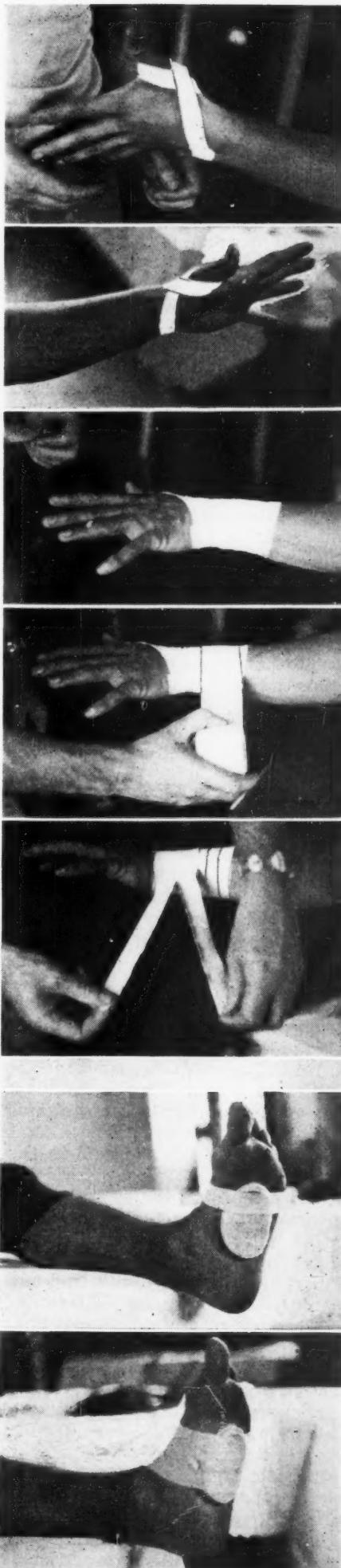
As in the shoulder braces on the opposite page, one and a half inch tape should also be used in this support. The first strip is started well down on the arm, carried across the tip of the shoulder (crossing over the joint) and inserted on the base of the neck. Starting from a point slightly to the right of the first piece, the second strip is drawn up the arm and across the first piece at the edge of the shoulder joint. The third application of tape is adjusted similarly on the opposite side. Two two-inch strips are then applied from a point under the scapula (on the back), over the edge of the clavicle and down the chest opposite the arm-pit. The last two strips are anchored with two-inch tape. Note the position of the arm while the shoulder is being taped. The arm is held close to the body with the hand flat across the abdomen.

### Right: Hand and Foot

THUMB sprains are usually caused by a direct blow or being hit with a ball on the tip of the finger. The characteristic symptoms are swelling, pain and sensitiveness to touch. The injury should be treated with heat, massage and strapping three or four times daily. Whirlpool baths and hot and cold alternate immersions will hasten healing and prevent the development of a chronic condition. The first two pictures on the right show a simple protective strapping for a sprained thumb, using one-inch tape. The first strip is started on the outside of the wrist, carried under the wrist, around the thumb joint and back to the other side. The bandage is completed by applying two similar, overlapping strips.

When the wrist is sprained, apply a gauze foundation before taping (third picture). This protective strapping consists of four turns around the wrist with two-inch tape. The tape is then split and drawn to each side of the wrist joint (fifth picture). A support for the longitudinal arch is shown in the last two pictures. The support is simple but strong. A circular piece of felt one-half inch thick is placed in the center of the arch and anchored securely with several strips of tape.

The strappings for these pictures were set up by Frank J. Kavanagh, Cornell University trainer. The model is an Ithaca high school player.



# POINT SYSTEM FOR GIRLS' ATHLETIC ACTIVITIES

By Geraldine Rennert

The Illinois point system is blended to satisfy the competitive instinct without involving the interscholastic phase of sports

THE Illinois League of High School Girls' Athletic Associations was started in response to requests from principals in the state for aid in solving the problem of interscholastic athletics for girls. It was hoped that a health program could be outlined that would satisfy the competitive instinct without subjecting the girls to the hazards of the poorly supervised interscholastic basketball tournaments that were then in existence.

Plans for the League were begun at the high school conference in Urbana, in the fall of 1918. The following year the point system was revised and adopted for trial in several schools. In 1920 the plans were completed and 18 charter members organized to form the Illinois League of High School Girls' Athletic Associations. It was deemed advisable at first to put the organization in the hands of the high school girls themselves, under the guidance of the physical directors. This plan was tried for one year. Following that period, the administration and organization of the League were again placed in the hands of the physical directors with the advisory council of the Board of Control of the Illinois High School Athletic Association. During the school year, 1926-27, the last named group voted to help finance the activities of the League. On February 1, 1927, a full time manager was appointed.

The program of the League is strictly in accordance with the platform of the Women's Division of the N.A.A.F. The only interscholastic activities in which League members may participate are archery, tennis and golf.

The scope of the program in the last few years has far surpassed the hopes of many of the early League sponsors. It has included play days in the fall and spring, at which the high school girls of the state have an opportunity to play with and not against each other in wholesome, well supervised athletic competition; a telegraphic basket shooting tournament at the close of the basketball season wherein a school strives for supremacy in the art of shooting baskets from points of varying difficulty on the floor; summer camps with leadership training for high school girls; and a point system which is in effect throughout the year.

The point system is a flexible one, adaptable to both the large and small

schools. To insure the equality of opportunity in the earning of awards, a handicap system is employed. This makes it possible for students from large schools with modern equipment or small schools with few facilities for earning points, to compete on a par with the others.

To bring about this equality of opportunity each school is placed in one of four groups, namely I, II, III, or IV. The number of points awarded for specified accomplishments varies according to the facilities offered by the school for making points. The students from schools where there are few facilities are allowed a greater number of points for participation in a given activity than are students from a modernly equipped school.

The group in which a school is classified is determined by five items.

meaning those coached and supervised directly by a faculty member according to girls' rules; unorganized activities, such as tennis, skating and other similar activities which are carried on by the individual student outside of school and not under the direct supervision of a teacher; achievement tests, in which a girl may prove her mastery of an isolated technique involved in a sport; and the health program which calls for a physical examination yearly, and the formation of good health and posture habits.

## Basics Upon Which Points Are Granted

Unorganized Activities      Organized Activities

Group I \_\_\_\_ 4 pts. per hr. \_\_\_\_ 2 pts. per hr.  
Group II \_\_\_\_ 5 pts. per hr. \_\_\_\_ 2 1/2 pts. per hr.  
Group III \_\_\_\_ 6 pts. per hr. \_\_\_\_ 3 pts. per hr.  
Group IV \_\_\_\_ 7 pts. per hr. \_\_\_\_ 3 1/2 pts. per hr.

If a student earns points for the minimum amount of participation—eight hours over a period of either eight or four weeks in any organized activity—she may receive additional points for passing an achievement test under that activity. But, even though an achievement test may be passed at any time during the four or eight-week period, points for such accomplishment are withheld until the eight hours of participation in the activity are completed. Each test under any one organized activity in which the student has participated for at least eight hours gives schools in Group I, 12 pts.; Group II, 24 pts.; Group III, 36 pts.; and Group IV, 48 pts.

Points are not given for making a team in any activity. Superior skill is given credit by granting points for passing the achievement tests.

A girl may earn one award a year. This, however, does not prevent her from receiving two at one time as she will have met some of the requirements for an award the preceding year. Seniors only are entitled to the 2000 point award; seniors and juniors are entitled to the 1600 award; seniors, juniors, and sophomores are entitled to the 1200 award; all girls are entitled to the 600 point award, upon meeting the requirements. The first two awards, usually class numerals and school letter, respectively, are local G.A.A. awards. The two highest are state awards. For any award, local or state, a student must keep an average score of 50 out of 52 health rules a week, for 16 consecutive weeks. For meeting this requirement she is awarded 64 points.

NAME	Last name first	FOR THE WEEK ENDING						
		M	Tu	W	Th	F	Sa	Su
Bicycling	(hrs.)							
Bowling	(hrs.)							
Coasting	(hrs.)							
Golf	(hrs.)							
Horse Back Riding	(hrs.)							
Skating	(hrs.)							
Skim	(hrs.)							
Swimming	(hrs.)							
Tennis	(hrs.)							
Walking	(hrs.)							

## Weekly Score Card

The weekly score card of health rules is on the opposite side of this card for unorganized activities. The health card is laid out in exactly the same fashion, but with health rules in place of activities. One point daily is awarded for abiding by each of the following rules: Eight consecutive hours of sleep in a well ventilated room, three meals including fruit or vegetables, three baths a week, brush teeth twice daily, no tea, coffee or smoking, at least eight glasses of liquids daily, etc.

This includes the amount of time a girl is required by the school to devote to physical education; the amount of time which each girl may devote to games and sports, dancing, hiking, or other similar activities which are under the direction and instruction of a teacher after school; the time spent during school hours in physical education aside from the required time; the gymnasium facilities for the girls' use; and whether a full time, a part time, or no instructor is employed to carry on physical education activities in the high school.

The activities in the program for which points are granted are grouped as follows: organized activities,



# A GENERAL PRACTICE PLAN FOR BASKETBALL

By Lew Hirt

Lew Hirt's Hamilton, Ohio, High School basketball team won the 1936-37 state title after wading through a 24-game schedule without defeat. Long before the season starts, Hirt, who is athletic director and coach at Hamilton, methodically plans his entire campaign, including the schedule, daily practice sessions and preparations for the big games. He relies heavily on periodical reports and charts to keep tabs on his basketball squad. For his system of charting see "Charting the Shooting Stars" in the November, 1937, Scholastic Coach.

**E**VERY high school basketball court is a laboratory that may be used by the coach for experimentation. Since there are no carefully prepared texts or fixed laws to be guided by, his range is unlimited.

The coach who regiments his work along the same predefined lines year in and year out is making a mistake. The system that won a championship for him several seasons back is not necessarily a winning system or one that will produce results in the future. It will win as long as the personnel is adapted for it. But once the material turns over the system should be discarded and replaced by a more tractable one. Material and system should always be compatible.

The Hamilton style of offense has been changed about five times during the past twelve years. Two years ago a double pivot attack was used because the material was best adapted for it. There were two players over six feet tall who were very clever in the pivot positions and excellent feeders. The other players were exceptionally fine shots from the floor, talented ball-handlers and fast on their feet. Since the team's main asset was height, it was prudent to utilize this medium to work the ball into the backboard. The double pivot offense with two big men under the basket to feed, shoot and recover rebounds was the ideal expedient.

At Hamilton the style of offense is determined during the training period preceding the first game. At this time the coach introduces his work on fundamentals, estimates his material and tests the new players. From this he draws a definite conclusion as to what style of offense and defense to adopt.

When the league games draw near, the coach organizes his work with the following objectives in mind: to develop team play, to add to and perfect fundamentals and to strive for a high percentage in the league stand-

ing. In the final stages of the training period the team is brought to a peak for state tournament play. The boys are advised to forget all about past performances and to play each game without anticipating what is to follow.

The set-up at Hamilton enables us to definitely begin planning the schedule and seasonal campaign a year in advance. It is necessary to work up a league schedule first. This league, consisting of six schools, is without doubt one of the strongest in the state. Each school arranges two games with the five other teams on a home and home basis, making a total of ten games that carry over from one season to another. Since we feel

shots, it becomes impossible for the opponents to set a special defense on any one, two or three of the players, because the others will probably come through. If the defense attempts to bottle up the shooters by dogging them from in close, it takes a player of only average shiftiness to fake the shot and dribble by his man for an easy basket. Even a zone defense is powerless to throttle a sharp-shooting attack, since it is a relatively simple matter to work the ball around for set shots.

One of the most important points in the art of shooting is the direction of the shooter's eyes after the ball leaves his hands. Many boys will invariably follow the course of the ball to the basket instead of training their eyes on the front rim.

Another very important point to stress in the daily work-outs is the development of split vision. Many players have never achieved their full potentialities because they did not know how to use their eyes to the best advantage. Through peripheral vision the player is able to size up the situation at a glance and can take immediate advantage of a defensive lapse. It not only benefits his offensive game but also makes him a more valuable defensive player. With split vision he can sense and intercept passes, and switch quickly to a loose offensive player cutting for the basket.

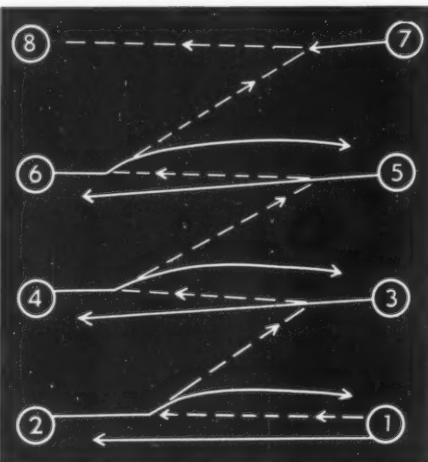
## Medicine ball drill

Ball handling and dribbling are fundamentals that should be introduced early in the pre-season training period. A medicine ball may be used in the passing drills to develop wrist strength. The point to emphasize in passing is the desirability of a fast get-away to a spot where the receiver will have the least trouble handling the ball. Very often when a player fumbles or loses possession of the ball it is not so much his fault as that of the passer.

There are any number of simple drills to develop ball-handling and passing. In **Diag. 1**, four players line up on each side of the floor, pass the ball to the man on the opposite side and follow in the direction of the pass. In addition to their practice on ball-handling and passing, the players form the habit of following their passes.

Dribbling drills may be organized around the circles in the free-throw

(Concluded on page 21)



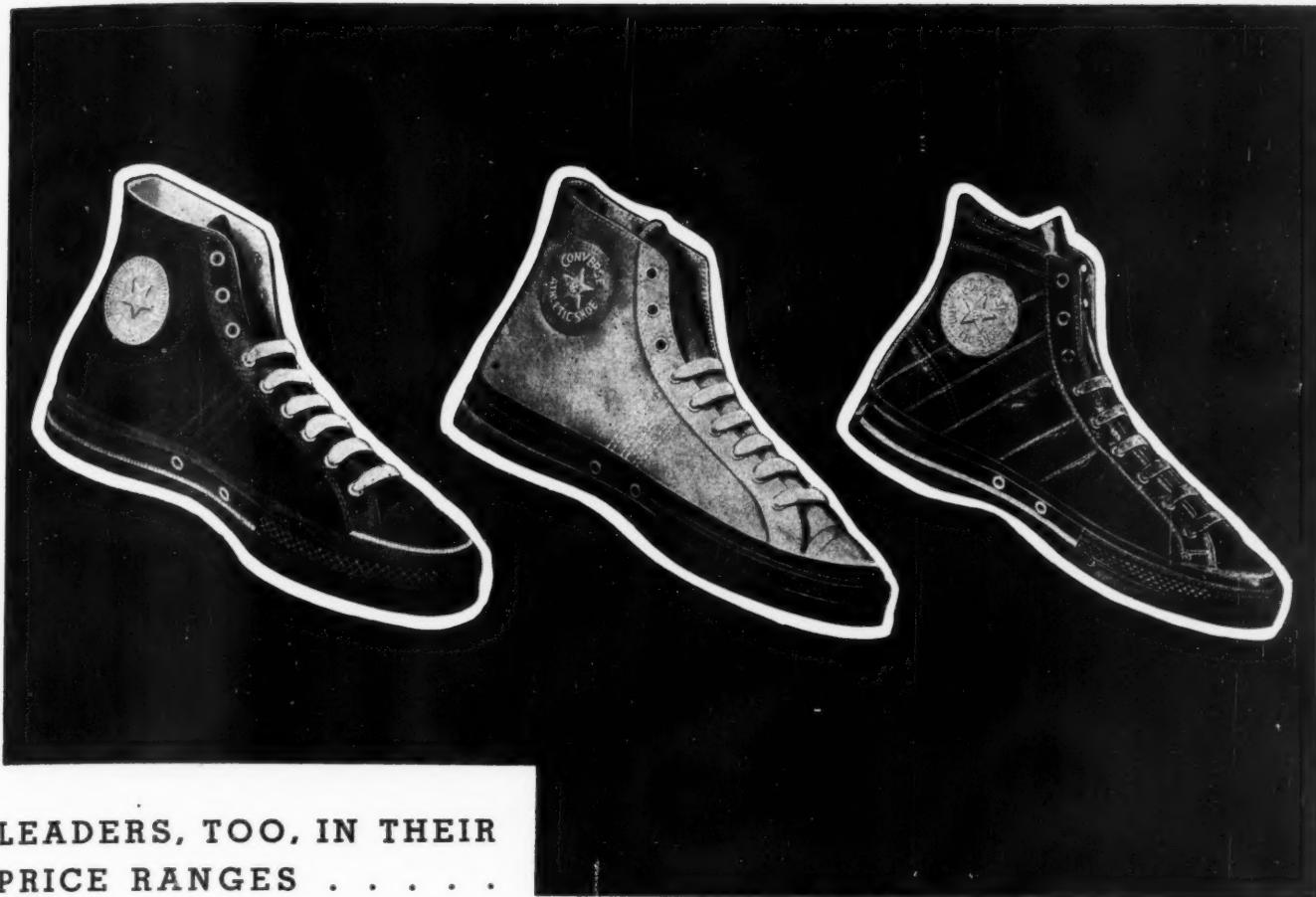
**Diag. 1**

No. 1 passes to 2 and follows his pass. He changes places with 2 after the latter's pass to 3. The pass should be fast and shoulder high.

that our schedule should never contain more than seventeen or eighteen games prior to the tournament, we try to arrange about eight additional games with teams outside the league.

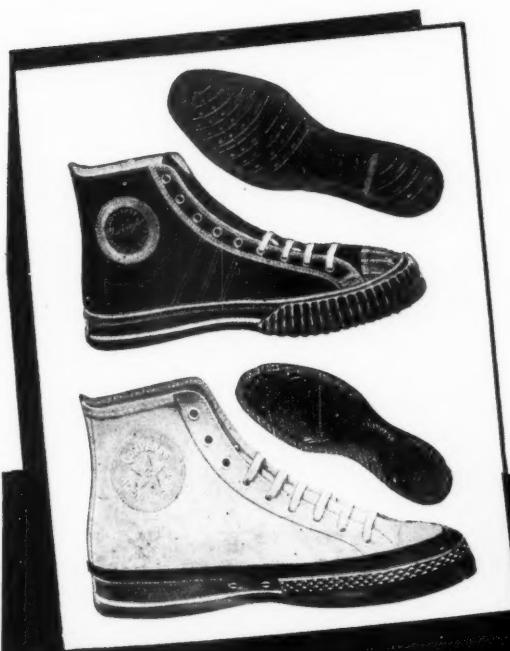
The daily practices are organized around as near game conditions as possible. The game is broken down into its many component parts such as ball-handling, faking, pivoting, shooting, dribbling, defensive foot-work, rebound recovery, passing, etc. The time allotment on these fundamentals depends upon the ability of the players to master them. Certain fundamentals have to be stressed throughout the entire season and others may be picked up during the first month.

Shooting is perhaps the one fundamental that should be continually stressed and practiced every day. If a coach can develop five accurate



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# For Better Football Officiating

The safe and sane course the National Professional Football League has pursued in regard to the rules has had its effect on the college and high school games. Many of the rules that were pioneered in the professional game have since been adopted and incorporated into the college and high school codes. At present the League has standardized officiating procedure by diagramming in the professional rules book (No. 427, Spalding's Athletic Library) the initial positions and movements of the officials on several different locations on the field. Credit for this valuable contribution goes to a committee headed by George "Potsy" Clark, coach of the Brooklyn Dodgers.

**I**N DECIDING the positions they should assume on certain plays, football officials have never been guided by the rules book. The customary procedure has been for the officials to meet shortly before the game and decide then upon the various positions to take on the key points of the field, particularly when officials are meeting for the first time.

This fall the professional code has taken over the responsibility in order to promote better teamwork among the officials, better understanding between coaches and officials, improve the mechanical phase of officiating and to keep the play inside of the four officials at all times.

## Duties of officials

Bill Halloran has diagrammed a number of hypothetical situations in the rules book which should prove an enormous aid to officials. A list of the general duties of the officials may help in following these diagrams. These duties follow in condensed form.

The Referee watches the ball. He determines its progress and, after each down, its exact location. He keeps track of the downs and announces them and the distance to be gained. He watches whether any of the offensive backs start before the snapping of the ball. He declares all scores and inflicts all penalties for fouls reported to him by the other officials. He has chief charge of the game. The Referee usually takes position back of the team with the ball, and he blows a whistle to indicate cessation of play and readiness to restart play.

The Umpire has charge of the players and their conduct. He watches for off-side play on the rush lines, for holding in the line and for illegal use of hands by the runner's interference on sweeps and open-field play. He usually stations himself behind the defensive team or at the end of the scrimmage line opposite the Head Linesman. His fouls are signalled by a horn.

The Head Linesmen and his two assistants are found along one sideline during the first half and along the other one in the second half. They move with the ball, always being opposite the point where it is down. One

pole marks the spot of the first down, while the other, 10 yards further on, indicates the point to which the ball must be advanced for the next first down.

The Field Judge usually takes position some 25 yards behind the defensive team. In the main, he is there to see that the rules covering forward passes and receipt of punts are properly complied with by players of both teams. He also keeps the time of the game.

## Five possible situations

The following series of diagrams show the initial positions of the officials and their possible movements on five of the more common locations of the field. In **Diag. 1** the teams line up with approximately three yards to go for touchdown.

If the play goes wide and to the opposite side, the Referee follows and cuts in to meet it at the goal line. If the play goes off tackle and to the opposite side, he cuts through to the goal line.

When the ball-carrier bucks into the line or off tackle on his side, the Referee moves straight ahead with the runner. On the same type of play into the opposite side of the line, he angles to the goal line with the runner. If the ball-carrier skirts wide to his side, he goes with the play. But if the runner continues all the way out to the side line, the Referee backs out and then follows the runner. On a pass play he backs up to protect the thrower and checks the point from which the pass was thrown. If the ball is muffed or fumbled the Referee is in as good or better position to cover than if he were behind the play.

The Linesman, if the play goes off tackle to either side or wide to the opposite side, moves to the goal line and toward the play. When the runner goes wide to his side, he backs up and picks up the play. On a pass, he covers the flat or the end zone.

The Umpire covers a quick thrust or spinner and all fumbles on the goal line. On a pass he covers adjacent territory in front, side or rear.

The Field Judge has the same functions as the Umpire. Some Referees prefer to bring the Field Judge up on the goal line opposite the Linesman.

**Diag. 2** shows the positions of the four officials with the offensive team on or about the 20-yard line. Through observation in actual practice, the writer has found it is possible to prevent unnecessary roughness, crawling and piling up when the initial position is more to the side than to the rear of the play.

A position somewhat in front of and well to the side of the tailback enables the Referee to see the ball and the players as efficiently as does a position far to the rear. When the play develops he is in a much better posi-

tion to go with it than if he had been several yards in back of the tailback. It would seem that the Referee should always take a position on the side opposite the Linesman. If reverses or lateral passes develop he is in a good position to observe them.

On an average formation indicating a run or pass, the Umpire can usually work best from a position five to eight yards behind the defensive line and regulated laterally according to the position of the secondary defensive players.

The Linesman must work on the field the greater part of the game in order to properly make the observations expected of him; but he should keep well away from the outside defensive player.

The normal position of the Field Judge should be near the safety man of the defensive team, to one side and opposite the Head Linesman. From this position he can observe interference on long forward passes, ball out of bounds, and interference on the part of the safety man. He should be able to retreat quickly towards the end zone in the event of a forward pass.

**Diag. 3** shows the positions of the four officials with the ball approximately on the 25-yard line and the offensive team set for a place-kick attempt.

The Referee stands behind the kicker and determines whether or not the ball passes over the crossbar and between the uprights. He also is in a position to observe any unnecessary roughness on the part of the defensive team against the kicker.

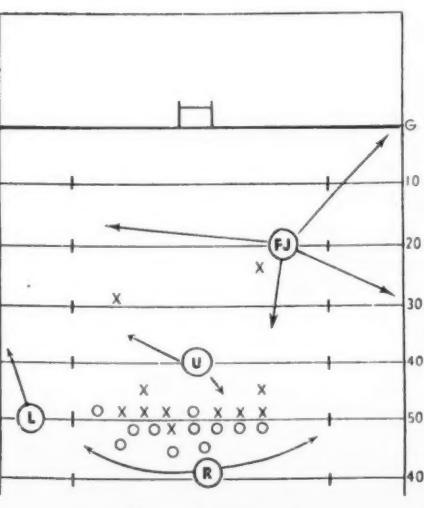
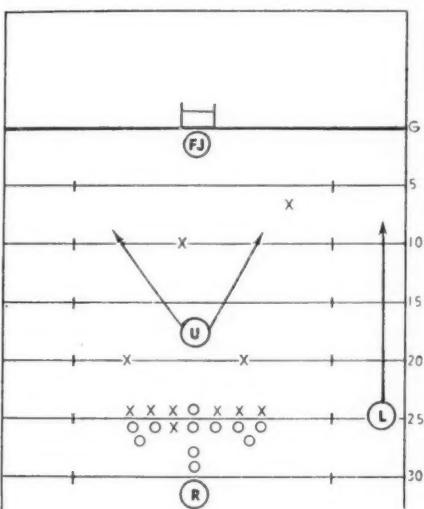
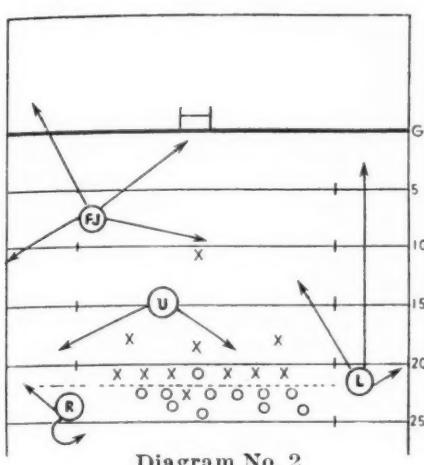
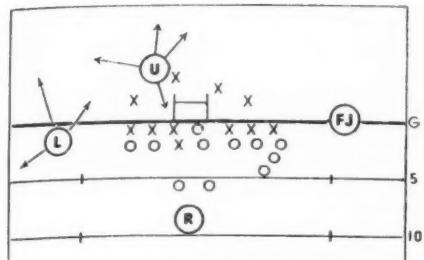
The Umpire remains stationary in his position observing fouls in line play.

The Linesman remains on the line of scrimmage to observe off side or encroachment in the neutral zone.

The Field Judge stands directly in front of the goal post. This is done so that he can determine whether or not the ball crosses over or under the crossbar. Sometimes it is difficult for the Referee to determine with the moving of players whether the ball has gone over or under the crossbar, particularly if the kick is low.

In **Diag. 4** the ball is on or about the 50-yard line. The position of the Referee in this case is the same as on any running play formation, namely to the front of and well to the side of the tailback. On lateral and forward passes, he must be able to back up quickly to better observe the ball-carrier. In the event of a pass he must make certain that the passer is not roughed unnecessarily after throwing the ball. If a fumble develops he is in good position to determine quickly who recovers the ball. On a spinner play that comes back to the short side, he can pick the play up and cover the out-of-bounds territory on his side of the field.

The duties of the Umpire, Head (Concluded on page 40)



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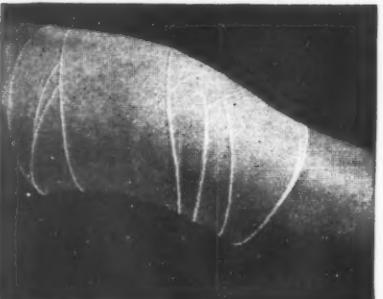
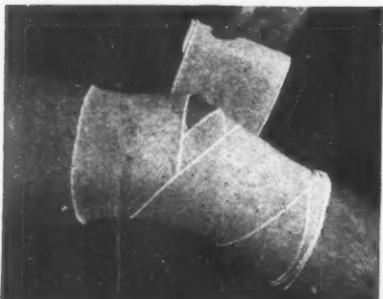
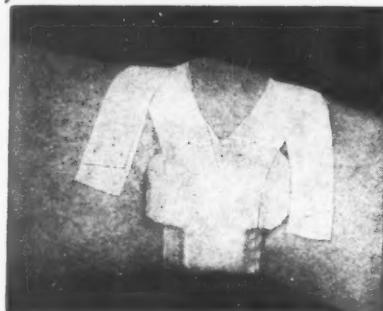
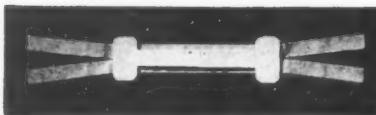
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## Starting Signals

By Cleveland Kern

Cleveland Kern, director of athletics and coach at the Chester, Va., High School, recognizes the necessity of concentrating on offensive and defensive systems but believes that the minor details, such as the one he discusses in his article, for example, play just as important a role in the development of winning teams.

CONSIDERING the importance of the rest of the attack, the starting signal that initiates the play is a relatively unimportant factor in the success of the play. Still the neglect of one detail in offensive structure may detrimentally affect the entire attack. Many good teams, in spite of a well-rounded offense, do not get away to a sharp, well-coordinated start because of an irresoluteness in getting set for the play.

High school teams are more prone than college teams to exhibit indecision before the center snap because of the lack of experience of the average scholastic signal caller. And when uncertainty is manifest in the voice or gestures of the quarterback, the quality is sure to be transfused to the entire team. The solution lies in the adoption of a simple, concise starting signal that will be understood thoroughly by both backs and linemen.

Several men in various sections of the country have done away with audible signals. The team lines up and the center, who must be reasonably experienced and trusted by the team for this job, snaps the ball when he senses everyone is set. The coaches who use this system believe it gives their boys a fast get-away and a decided jump on the opponents. However, there are some drawbacks. It is a difficult system to pick up at first, and it works hardships on ends and other players removed from the immediate core of the formation because the snapping of the ball is not perceptible, especially in punt formations and spreads.

To make allowance for this some coaches have arranged for a minor signal from the tailback to the center. The tailback may remain erect until he sees the team is set as desired and then drops into his regular position. His descension into a semi-crouch is an automatic signal for the center to snap the ball. In case of a punt the kicker flashes the signal by raising his hands when everything is in readiness, although the play may be a fake and the ball actually goes to some other back.

The foregoing system is excellent provided the center is reasonably

dependable and provisions are made for its minor weaknesses. But perhaps even more serviceable is the starting system used at Chester. While there is nothing at all original or new about this method, there are certain advantages to it that have never been stressed adequately.

We use a huddle as do most teams. After the signal has been called—and that should take practically no time if the team is functioning as a unit—we have the boys line up in position with great deliberation and care. Upon the command, "all set" or "ready" the backs, who have been standing erect or semi-erect with hands on knees, drop into position and the linemen assume their offensive stance from a semi-erect stance with hands on knees, a position which helps them set their spacing accurately. After a reasonable pause, the signal caller barks "hip" or "hike" and the team in unison, backs and linemen, count a rapid "1-2-3-4!" The ball is snapped back on any prearranged number in the series of four.

A consideration of this method will show definite advantages. Any one on the team, back or lineman, can call the signals with equal facility no matter what the formation or how far removed the player is from center. Chester teams put new snap and pep into their work when signal calling became a team affair.

In this system the quarterback can work on the defense's nerves by varying the intervals between the "all set" and "hip." A long pause between these phrases increases the tension on the defensive team and makes the waiting nerve-wracking. A team that masters the unitary signal method is seldom beaten to the jump because the players are able to anticipate the snap to an exceptional degree. The count soon ceases to mean anything to the player so far as actual numbers are concerned and becomes merely a rhythmic prelude to the center's snap.

No other method of starting can be used so advantageously in all other work. We have a set blocking drill that we employ nearly every day in the season. Every block is executed by the entire team, divided into two lines, with the players using the unison signals exactly as in a scrimmage or game.

There are several other advantages to this system. The element of surprise can be worked in by occasionally calling a play on the "all set" signal.

## Practice Plan

(Continued from page 16)

lane and the center jump area. Two boys, each with a basketball, dribble around in the circle until one of the players standing on the line of the circle can reach in and bat the ball out of his possession. The player who succeeded in interrupting the dribble then changes places with the dribbler.

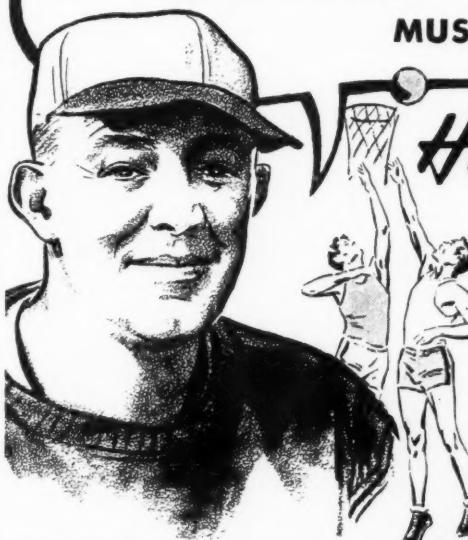
It is very difficult as well as impractical to set up a standard practice session that would be suitable for all coaches and squads, as some teams may need more work on a particular phase of the game than others. The following early season practice schedule was used successfully at Hamilton: 2:50-3:20, shooting practice; 3:20-3:40, ball handling; 3:40-4:00, center jump and offensive and defensive rebound play; 4:00-4:30, offensive and defensive tactics. Each session is designed to last from one hour and fifteen minutes to one hour and forty-five minutes.

### Advisability of scouting

Up until this time and continuing on through the rest of the season, the teams on the schedule should be thoroughly scouted. It is a tremendous advantage to go into the game knowing the style of offense and defense the opponents are employing, the individual traits of the players, etc. A defense cannot be built on guesswork; therefore the only basis for this strategy is a comprehensive knowledge of the strength and weaknesses of the opponents. High school players have more confidence in their game when they know beforehand what type of team they are going to face, and what sort of tactics to adopt in an emergency.

As the team approaches the half-way mark, there is a tendency to start neglecting the little things. For example, if a team has won all its games up to this point the players may easily lapse into the habit of doing a thing half right. One player may start passing carelessly and three days later the entire passing attack may suddenly go haywire. Overconfidence is another pitfall for the winning team. About the only chastening effect for a case of overconfidence is a crushing defeat, and sometimes not even that will do it. The way to cure the "disease" is to never let it happen. Keep brushing up on fundamentals; show the boys the progress they have made and the possibilities of further accomplishments.

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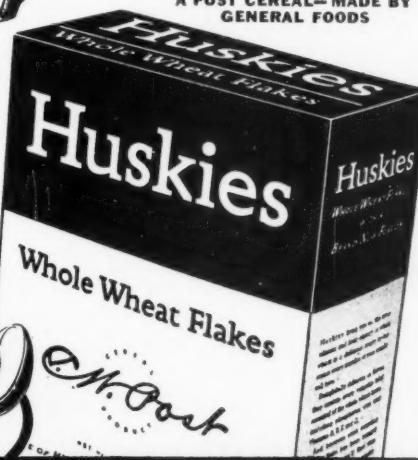
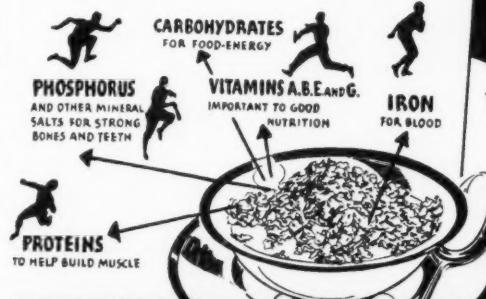
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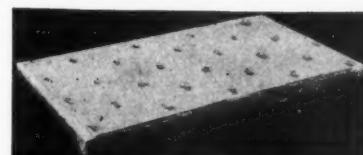
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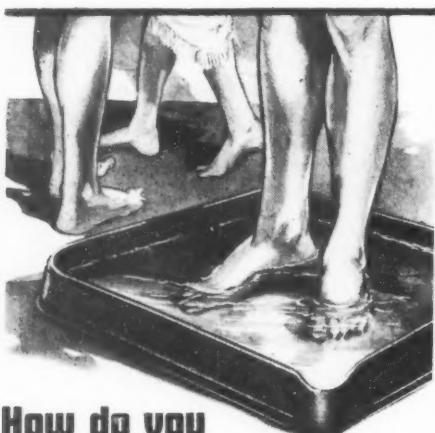
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## From the States

This department includes correspondence from state high school coaches' associations and state high school athletic associations. All associations are invited to participate.

### Connecticut

#### State football tournament

ALTHOUGH the executive board of the Conference is still undecided about the question of a state football championship, there is considerable assurance that the board will take some action this fall. The success of the first baseball tournament last June in which eleven schools participated, coupled with the expressed approval of a sufficient number of coaches, has given impetus to the movement towards a state championship in football.

However, Connecticut high school coaches are not, in general, sufficiently vocal, and their native conservatism makes it difficult for the Conference to adequately serve their needs. Perhaps their jobs make them critical and obstructive rather than cooperative. It is certain, however, that a football tournament can be successfully handled by the Conference if the demand is expressed in clear terms by a sufficient number of men.

The Athletes Accident Benefit Fund, sponsored by the Council of New England Secondary School Principals Associations, ended its first year with all claims settled and paid for. Connecticut schools headed the list of participants in the fund, with Maine second.

This year, New Hampshire schools, by approval of the state insurance commissioner, and Massachusetts schools will also be able to share in the benefits, thus creating a unified New England group. Nearly eleven hundred boys and girls were protected and about \$800 was paid in benefits.

The Benefit Plan insures a pre-season medical and an optional dental examination of every individual registered. This requirement alone represents a tremendous advance in making the sports program safer for our boys and girls. Injuries compensated included a nose broken in a swimming tank, a tooth broken in a playground baseball game, the usual fractures incurred in football, and a chipped ankle bone in basketball. All claims are reviewed by the Fund's own doctors and approved by a New England committee.

The girls' program, under its own committee, appears to have made an unusually fine start. Following the leadership of the N.A.A.F., the committee spurned the "championship" idea and worked for wider participation in sports through the "Play Day" set-up. In this program the committee earned state- and nation-wide recognition. Official inquiries have come from Oregon, Texas and Pennsylvania, besides numerous individual requests for detailed information.

The state tennis play days attracted forty-five schools and nearly three hundred girls. This event replaced the annual championship series which had been conducted by the Conference for ten years. The able chairman of the girls committee, Miss Helen Lockwood of Central High in Bridgeport, summed up her report by saying: "The census of opinion was that it was a thoroughly worthwhile experiment and one that ought to become an established procedure."

WALTER B. SPENCER,  
Conn. Intersch. Ath. Conf.,  
New Haven, Conn.

### Wisconsin

#### Fall clinic

THE Coaches Association's fall clinic will be held on the afternoon and evening of Nov. 3 at the Shorewood High School gymnasium and auditorium in Milwaukee. The Shorewood auditorium, one of the finest in the country, has plenty of soft seats, a fine lighting system and excellent facilities and acoustics for sound and motion pictures. The program follows:

From 3 to 5 o'clock: Gymnasium—Volleyball, Badminton, Tennis, Golf, Deck Tennis, Swimming. Ole Gunderson, chairman. From 7:30 to 9:30: Auditorium—Six-Man Football by W. E. Ott, Football by Lynn Waldorf of Northwestern, Basketball (sound pictures), Track by Conrad Jennings of Marquette.

In the afternoon session the individual sports will be demonstrated on the gymnasium floor by Shorewood High students. The evening program will consist of lectures and motion pictures.

L. A. ERICKSON,  
Wisconsin H. S. Coaches Assn.,  
Shorewood, Wis.

### Vermont

#### Educational coaching set-up

WITHIN the past ten years or so, coaching in the state has developed along strictly educational lines. As far as we know there is only one senior high school in the state with an "outside coach" (one not a member of the regular faculty) for a major sport.

Graduation having exacted perhaps a little more than its usual toll of athletes, sweeping changes are expected in the top rankings of the various sports. A brief summary of last year's champions follow.

Football: Curt Dressel's Springfield team won the state title by nosing out Bill Wilbur's Spaulding eleven, 7-6. Basketball: Spaulding beat the Green and White of Cathedral, coached by Bill Hammond. Baseball: The first high school baseball tournament ever to be held in the state was originated, sponsored and successfully run off by the Coaches Association. A four-team,

two-day affair, it was won by the Trojans of little North Troy Academy.

Track: Rutland nosed out Vermont Academy's almost one-man team in a closely contested meet. Hockey: Leonard Holder's team from Bellows Falls won the state hockey crown by taking over Middlebury High. Girls Basketball: Although there are more women coaches every year, the best teams continue to be turned out by men. Johnny Freitas at Hartford, and Leo Papineau at B. F. A. in St. Albans probably had the best teams, but would have met strong opposition from Burlington had there been a tournament.

Tennis: Ward Boylston's Brattleboro team won the championship by defeating Walt Olbrych's Bellows Falls aggregation. Olbrych, however, turned out the singles champion. Golf: The annual tournament was won by Burr and Burton Academy of Manchester, coached by Ralph Howes.

Roy J. Wietz, author of the article, "Four Fundamental Line Blocks," in the September Scholastic Coach is no longer coaching at the Morrison Waite High School in Toledo. He is the new line coach at the University of Vermont.

The Coaches Association will meet as usual during the state teachers convention in Burlington on Oct. 13, 14 and 15. A special effort will be made to have more football coaches present, in spite of the intensive work which is usually going on about that time.

O. W. "ORRIE" JAY,  
Vermont Coaches Assn.  
Burlington, Vt.

### New Jersey

#### *Sic transit*

THERE have been a considerable number of changes on the coaching staffs of the leading high schools of the state. The most important change brings George C. Shotwell, former Pitt all-America (1934) and coach at Hazleton, Pa., High School, to East Orange High to replace Harold Wasson.

Another change finds Victor De Filipo, former Rutgers University athlete, succeeding Thomas Gammon at Central High in Newark. Assisting the new coach will be another former Rutgers football man, Tony Naparano.

At the East Side High School in Newark, Lou Horowitz is being replaced by Paul Bogatko, a Syracuse man. Bill Hoffman of Dartmouth steps into Bill Phillips' shoes at the Montclair Academy.

In the private school ranks Bob Hoehn, for years director of athletics at the Kingsley School of Essex Falls, has taken over the reigns at the Bordentown Military Academy. Albert Heim of Montclair State Teachers College takes his place at Kingsley.

Douglas S. Krick and Neil Sands go to Phillipsburg and Kearny, respectively, and Leonard Kachel moves in at North Plainfield. Eddie Berlinski, star at North Carolina during the past two years and before that one of the

(Continued on page 26)

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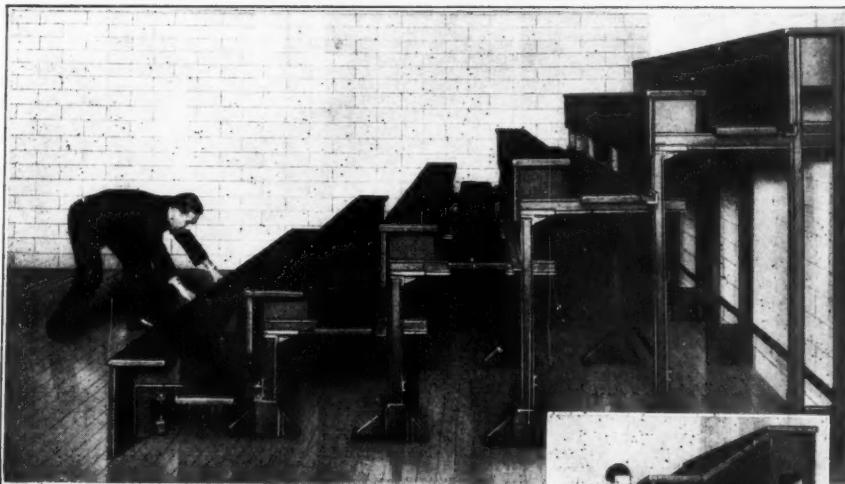
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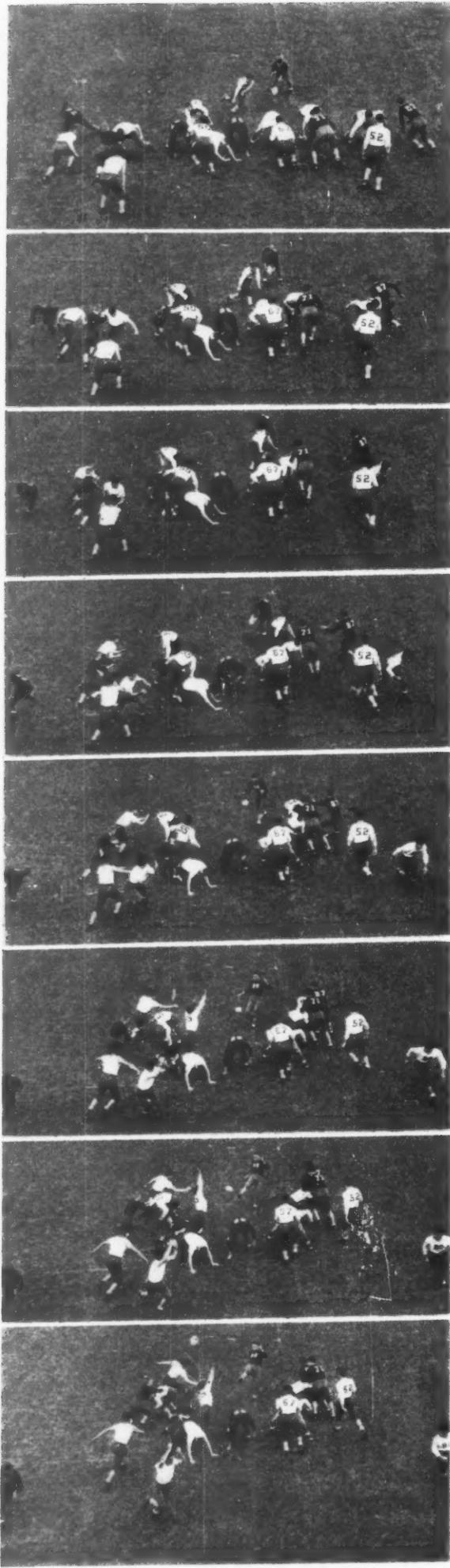


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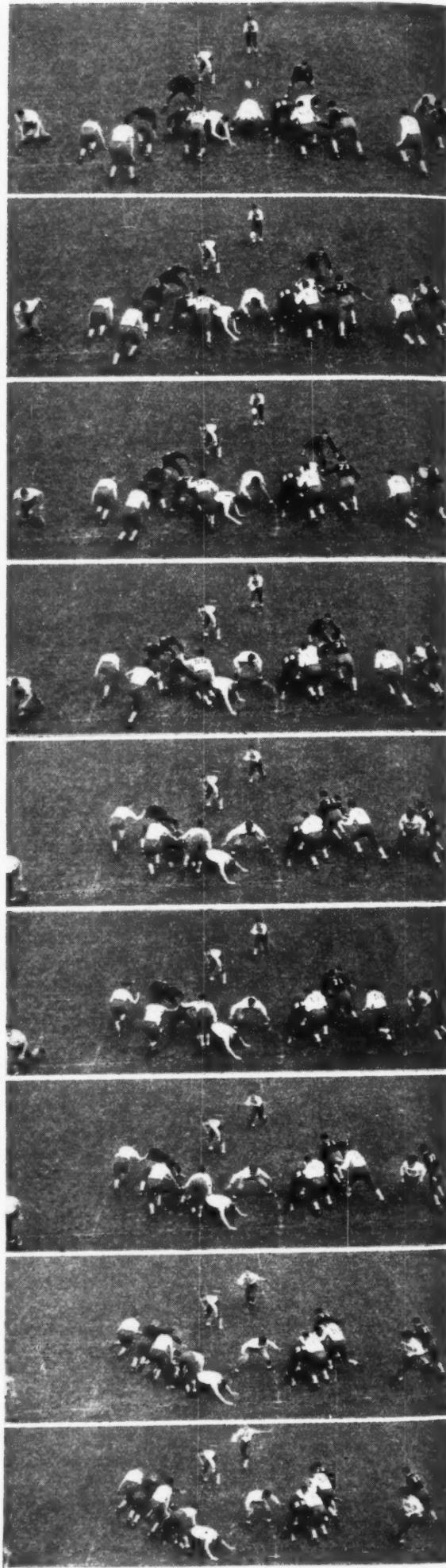


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**ABOVE: THE QUICK KICK**

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### Punt Formation

ON A PUNT the first responsibility of the ten men other than the kicker is to keep the kicking lane clear, or that territory that lies between the kicker's foot and the line of scrimmage. The linemen must not let any opponent through the line between the offensive tackles, and the backs should prevent anybody from entering from the flanks.

The left end usually delays the tackle momentarily and then goes downfield to cover the kick. The left tackle forces the defensive right guard in upon his own left guard. Since the defensive right side is loaded, the offensive left tackle should never leave his position to go downfield.

The backs are responsible for the first opponents outside their own tackles. They force the opponent to the outside, not by stopping his momentum completely but by deflecting it to the outside. The far blocking back lines up on the side of the kicking foot and is responsible for the second man outside the tackle on his side. He must be careful not to back up into the kicker's foot. In the last picture of the punt formation series on the opposite page, note the excellent clearance in the kicking lane. Since the center had nothing to do, he could have gone down field and covered the kick.

### Quick Kick

THE quick kick is one of the most effective and easiest ways of picking up yardage, particularly if there is a strong favoring wind. When such a condition exists, the punt should be the principal offensive weapon until a favorable position is obtained from which to score.

Without the element of surprise this type of kick is dangerous because it is liable to be blocked since it is kicked close to the line of scrimmage. The entire team should be conscious of the play and the ball should be kicked quickly. The short-side guard backs up a step and takes the defensive tackle. The fullback hops up beside the short-side guard and blocks the end.

The right end fakes to look like a pass receiver in order to draw in the safety man, and the left end and wingback go straight down the field. The kicker takes a short step to the right and gets away his boot. As in the regular punt the main purpose of the blockers is to prevent any opponent from charging into the kicking lane. The kick should be directed towards the sidelines close to the coffin corner.

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## From the States

(Continued from page 23)

leading schoolboy backs in the East, returns to his alma mater, Bloomfield High, to assist Bill Foley.

Carl Hoagland, Purdue player of some years back and former assistant backfield coach at Clemson College, will pilot the ship at Rahway High.

CHARLES J. SCHNEIDER,  
New Jersey H. S. Coaches Assn.,  
Newark, N. J.

### Idaho

#### New football conferences

CLOSE to 3,600 boys are now participating in football in Idaho, or approximately 22 percent of the total number of boys enrolled in the state high schools. About 100 schools will play eleven-man football and 30 schools will play the six-man game.

Two new football conferences have been organized—the Bi-State League in the northern part of the state and the Southeastern League which is composed of the smaller Class A schools. Seven members of the so-called "Big Ten" football conference that blew up last spring will carry on this season with a new organization.

The turnover in coaching positions in the state has been on the wane during the last few years. This seems to indicate that the coaches have been selling their physical education programs to their respective communities. Jack O'Brien, former football coach at Filer, has switched over to Pocatello to replace Walter Price who left for a position as freshman coach at the University of Idaho. Earl Eggers has been signed as assistant football and head basketball coach at Caldwell. Eggers turned out a championship basketball team last year at Priest River. Harold Stowell left Idaho Falls to assume new coaching duties at Rexburg, being replaced by Joe Call and Gordon Dixon.

The National Federation will hold a regional meeting at Boise on Nov. 19. C. W. Whitten, secretary of the Federation, will conduct the meeting.

E. F. GRIDER,  
Idaho H. S. Athletic Assn.,  
Boise, Ida.

### Illinois

#### Movable football goals

FOR the past several years there has been increased agitation in favor of moving the goal posts to the goal line. The chief reason for this is the fact that as far as the high school game is concerned, kicking has become a lost art. Coaches cannot afford to take time to train kickers when the goal posts are so far away that a high school player has little chance of making a field goal. About the only reason why the posts have been left on the end line is due to the refusal of the high

school rules makers to consider any change which might increase the number of injuries.

Jack Beynon of Rockford has devised a set of goals that will allow more field goal kicking without appreciably increasing the chance for injury. The crossbar and vertical goal posts above the crossbar are mounted on a single, centrally placed post that is supported on a low rubber-tired three-wheel truck. The single upright and supporting truck are thoroughly padded with a cone-shaped gymnasium mat. The idea is to place the goal on the end line until such time as a team may advance the ball to territory from which a field goal may be attempted. On fourth down in this territory, the team would be allowed to have the goal moved to a point within a few feet of the goal line. The goal would be similarly placed for a try for point.

This movable goal will be used experimentally in a game between Rockford and Marshall High of Chicago.

Two amendments to the Illinois by-laws which would affect the football season are to be acted upon by the legislative commission in October. One of these would make it illegal for any school to play a scheduled game prior to the third week in September and the other would make it illegal for any member school to play any football game after the Saturday following Thanksgiving.

A considerable number of high schools are completing new gymnasiums within the next few months. Among these are Shabbona, Pontiac, Athens, Decatur, East Moline, Elgin and Murphysboro. Some of these are being built through the aid of federal funds. Rockford recently voted a bond issue to provide for the erection of two new high school buildings in addition to the present single high school. Galesburg also voted to expand their educational program through authorizing an increase in the tax rate.

In the past many of the difficulties in connection with interscholastic athletics have been caused by non-regulation playing courts or by poor ventilation and dressing room facilities. Practically all of the newly constructed buildings are being made near the ideal size of 50 by 84 ft. for the playing court and proper attention is being given to ventilation and locker space. In most cases the addition of a gymnasium is accompanied by increased interest in athletics and physical training activities.

The annual meeting of the Illinois association will be held in connection with the high school conference at Champaign on Friday, November 4. An extensive program has been planned for the department of physical education during the conference. One of the speakers will be Dr. Hirum Jones of the New York State department of education. The athletic asso-

ciation meeting will be devoted largely to a discussion of proposed amendments to the by-laws.

The basketball and football committees will also hold their annual meeting during the conference. One of the actions of the football committee will be the selection of the state representative to the national Football Rules Committee.

H. V. PORTER,  
Illinois H. S. Athletic Assn.,  
Chicago, Ill.

## Kentucky

### Officials registered

UNDER the supervision of the High School Athletic Assn., Kentucky high schools, starting this year, are registering, training and classifying both football and basketball officials. To register it was necessary to have paid the annual fee of one dollar before Sept. 25. The cost is now \$1.50 for one sport or \$2.50 for two. The money is being used to defray the expenses for seven football clinics which are being held at present and a similar number in basketball at a later date. The football clinics are under the supervision of Rumsey Taylor, one of the state's outstanding grid officials.

A new eligibility rule has been passed requiring 36 weeks of satisfactory school attendance before a transfer becomes eligible whose parents fail to move into the new school district. Another new rule requires the head coach to be a regular member of the faculty. The division of the state into districts for track meets will probably raise the caliber of competition in the finals. Under the old system any school that desired to could enter the state meet at Lexington.

The state board of control has given the Shriners of Kentucky permission to sponsor a football game on Dec. 16 between all-star east and west teams. The game will be played at Lexington on the University field.

There have been many changes in the coaching set-up in the various high schools throughout the state, some of which follow. Ray Baer has been elevated to the head coachship at Louisville Manual after serving as assistant coach. Skeets Horner, former assistant at Louisville Male, is now head coach at Owensboro. He was replaced by Homer Jackson of Bellevue. Dick Bourne leaves Somerset to become head of the physical education department and assistant coach at Bellevue. Joe Rupper, formerly at Cattlettsburg, is now an assistant at the University of Kentucky. Red Hagen, ex-University of Kentucky basketball star, is now coaching at Williamstown. After serving for six years as athletic director at Ludlow, Ted Hornbach has left the secondary school field for a position on the staff at Western Teachers College.

The Kentucky Athlete is now published monthly by the state board of control.

WILLIAM J. "BLUE" FOSTER,  
Kentucky H. S. Coaches Assn.,  
Newport, Ky.



## Is Your Field Lighted?

HERE is a well-lighted football field at the West Junior High School, Ashtabula, Ohio. It looks deserted now, but if the experience of other schools is repeated in this field there will be teams playing here this season before crowds three to five times as large as those that formerly came on Saturday afternoons. The games will not be competing for attention with nearby college contests, and they will be played at night, when most local football fans will be able to attend.

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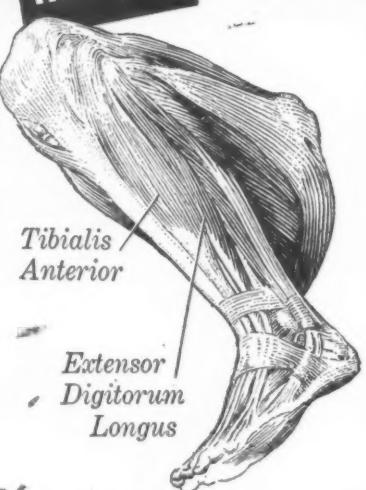
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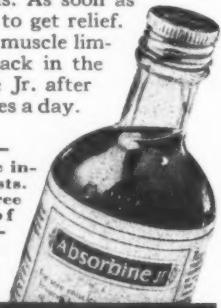
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## New Books on the Sportshelf

**TEACHING PROCEDURES IN HEALTH EDUCATION.** By Howard L. Conrad and Joseph F. Meister. Pp. 160. W. B. Saunders Company: Philadelphia. \$1.75.

LITTLE attempt has been made in this book to present the problems of health teaching in the elementary grades. The authors' concern is with the rapidly increasing secondary schools where specialization of health instruction is evolving. The material in their text is designed to help the teacher in training and the beginning teacher. Much of it has proved practical in preparing teachers at Teachers College, Temple University, where the authors are located; Conrad as a lecturer in hygiene and Meister as an instructor in the department of physical and health education. Conrad is also supervisor of physical and health education of the Philadelphia public schools.

The use of the term "health education" in this book is limited to the instructional phase, particularly as it affects the teaching of health education in the secondary schools. In the scholastic field the emphasis has been placed on verbalism and factual perfection rather than on the use of real life situations and activities. The teaching procedures selected by the authors for examples of the progressive method of presentation range from the orthodox teacher-dominated lesson types to the more progressive pupil-centered learning situations. Under the latter classification the authors describe such "learning by doing" techniques as the project method, the contract lesson plan and the guide book plan of teaching.

The authors also discuss fully and give examples of the question and answer phase of instruction and the important part that may be played by visual aids. The text is concluded with a chapter on vitalizing health instruction and another on testing outcomes. The assignments, problems for discussion and references that follow each unit or chapter are organized practically for the beginning teacher.

**SIX-MAN FOOTBALL.** By Stephen Epler. Pp. 250. Illustrated—photographs and diagrams. New York: Harper and Brothers. \$3.

STEPHEN EPLER'S volume on the game that is now sweeping the country is the trimmest of them all. Illustrated copiously with photographs and dressed up in a professional layout, the book is more distinctive and voluminous than any of its predecessors, although all four of the excellent paper-covered manuals that were published earlier this year are no less authoritative.

Even though Epler is still in his early thirties he is already recognized as the dean of all six-man football

coaches. It was Epler who originated the game back in 1934 and then promulgated the merits of the game to the hundreds of small high schools that were unable to play regulation football because of equipment costs and the lack of manpower. In four short years the growth of the game has been phenomenal. From a figure in the low hundreds the number of boys playing the game has multiplied to thousands.

The book is organized in conventional fashion with sections devoted to offense, defense, organization, etc. However, in addition to taking up the various phases of the game in more detail than any of its counterparts, this book also contains several valuable chapters on the fundamentals of six-man football. The abbreviated game is merely a simplified form of regulation football. The fundamentals of both games are practically identical. But the responsibilities of each six-man player are nearly twice as great since he is one-sixth instead of one-eleventh of the team. The emphasis is still strong on blocking and tackling, but the wide-open six-man game makes it necessary for the coach to devote more time to the fundamentals of ball-handling, forward passing and receiving.

Most of the volume is devoted to offense and defense. Like "Phog" Allen's "Better Basketball" the book outlines the salient features of both attack and defense through the profuse use of diagrams. Epler's formations and plays are exceptionally well conceived and show the touch of a fertile, practical mind.

Everything else that can be possibly utilized by a six-man coach is contained in this volume—rules, selection of the individual player, practice schedules, intramural possibilities of the game, administration, safety measures, and how to finance the game.

**MEASURING ACHIEVEMENT IN PHYSICAL EDUCATION.** By Ruth B. Glassow and Marion R. Broer. Pp. 334. Illustrated—photographs and tables. W. B. Saunders Company: Philadelphia. \$2.75.

WHILE many of our leading educators are distinctly antagonistic to the emphasis on testing and measuring, there is another school of thought on the subject which holds that testing and measuring are so vital that they must be included in the program as ends in themselves. The authors, both of whom are members of the physical education department at the University of Wisconsin, subscribe to neither theory in its entirety. They believe that testing or measuring is not in itself a vital and indispensable part of teaching, but is valuable only because through its wise application teaching can be improved to a degree which is impossible without measurement.

The text is designed to assist the physical educator in evaluating tests, no matter what his or her attitude is toward testing. It discusses what tests are available and how to use them in teaching. After a clear-cut discussion of the essential features and criteria of a good test, the authors present a complete list of the currently available measures and standards of skill for each phase of the physical education program. This includes every major and minor team sport, individual and dual games and activities, dancing and rhythm, posture, motor and athletic ability tests, etc. The third part of the book is devoted to the statistical techniques used to interpret tests scores and measures.

It isn't possible for the physical educator to use all the tests which are available, but if he uses any he will know that he has considered what is available and that he has selected a series that is best adapted to his group, his program, and his equipment. The measuring of achievement provides a basis for judging teaching methods.

1938-39 OFFICIAL BASKETBALL GUIDE FOR WOMEN AND GIRLS. Edited by Wilhelmine E. Meissner. New York: A. S. Barnes & Co. 25c.

THE entire series of official guides for girls' sports, formerly published by the American Sports Publishing Co. in the Spalding's Athletic Handbook Series, have been taken over this year by A. S. Barnes & Co.

The Basketball Guide with the official rules for 1938-39 is the first of this series to appear under the new publishers. It contains several improvements. The new cover is more attractive than the old type and will stand up better under hard usage since it is made of more durable paper.

Instead of having to detach the rules book as formerly, a pocket has been provided on the back cover which contains both the rules book and the large basketball technique chart for bulletin board purposes.

The Guide, as usual, contains a number of helpful articles. There is a section on 1938-39 rules interpretations; Dr. Jesse F. Williams and Dorothy S. Tapley contributed the article, "Why Be Different—or Why Not?" which explains why girls should use girls' and not boys' rules; Mary Stewart has an article on basketball sport days; Martha Bugbee writes on defense play; Gelinda E. Vescolani forwards some suggestions for organization and teaching basketball to large classes; and Marguerite Schwartz contributed an article on team defenses. Miss Tapley has also revised Wilhelmine's section on technique for the woman official, and Josephine Persicano has made a comparative study of three-division and two-division basketball.

The Guide also contains a rather complete bibliography, a set of standards in athletics set up by the National Section on Women's Athletics, and a list of national basketball officials.

CLAIRE BAUM

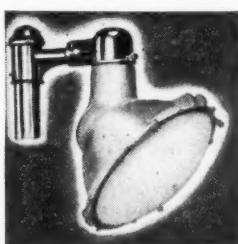
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If you have something for this column send it to Bill Wood, University High School, Iowa City, Iowa.

**We first heard** this one about Bernie Bierman of Minnesota, but credit *The First Aider* with this version of the way Fred Thomsen claims he picks his athletes for the University of Arkansas.

"When I go into a cornfield," says Thomsen, "my first question always is, 'Which way is town?' If he points with his finger, I drive on down the road, but if he lifts the plow out of the ground and points with it—well, we can find him a job."

**Coach Lloyd Dresser** of Sibley, Iowa, relays one that he picked up at the coaching school held at Colorado State Teachers College this summer. The story originated with assistant coach Pete Brown of C. S. T. C. At a crucial point in an important high school game the quarterback elected to call out the signals rather than give them in the huddle. He began barking out the numbers, "46-72-84-34." Everybody was in position ready to charge. Tensely the crowd waited. The quarterback snapped the second series into the stillness, "28-19-63." "Bingo!" an opponent yelled suddenly. Time was called while everyone relaxed.

**When Bob Mabie failed** to report for the first week of football practice at Marshalltown, Iowa, Coach Russell E. Dickinson began worrying in earnest. His temperature subsided but little when he learned that his star end was snowbound on top of Pike's Peak almost a thousand miles away from the daily practice field.

**The new head basketball coach** at St. Louis University is to be none other than coach-psychologist Jack Sterrett, former athletic director of

St. Thomas College, who spent the summer making a psychological analysis of the Chicago Cubs for the management. No tricks now, Doctor!

**Does the right name help?** Out at Nebraska the triple threat who is being groomed to take over the position left vacant by the graduation of all-American Sam Francis answers to the name of Harry Hopp. The high school southpaw who hurled his Shelby, N. C., team to the county championship by winning three games in four days is called Guy Gold. He struck paydirt by allowing only six hits and striking out fifty-one batters in the three games.

**Roman "Tubby" Yatchak**, the new athletic director at Villisca, Iowa, can also demonstrate how it ought to be done. As a high school sophomore at Wakefield, Mich., he sat on the bench and watched his teammates trail Ironwood, arch rivals, by ten points well into the middle of the third quarter. Substituted for one of the regular guards he turned on the heat to score seventeen points in the last twelve minutes and bring victory to his team. Last winter as a member of the Iowa State Teachers quintet he was assigned to cover the high-scoring forward of the North Dakota University team who had never failed to score twelve points or more in a college game. The final box score showed Yatchak with nine points, his opponent with none. The next night the opponent hit fifteen points against the University of Iowa.

**Eddie Brietz**, ace columnist for the Associated Press, claimed that Arthur H. Taylor, 21, was the youngest coach in the country. A few days later Brietz learned that Taylor's predecessor at Ashland, Va., was George Dent who had taken over the athletic directorship at 19.

**The question has been raised** about coaching being a young man's game. As a graduate student expressed it to the writer this summer: "Put me down as another one who is trying to coach his way out of the woods. I have a wife, two children and a fair position, but coaching with few exceptions is a young man's game. After a few years the desire to win physical contests loses its intensity. Then it's time for new faces to appear on the scene."

**Coach "Biff" Jones** of Nebraska is exceptionally well pleased with Paul Goetowski, one of his tackle prospects. The reason? Goetowski is a registered nurse!

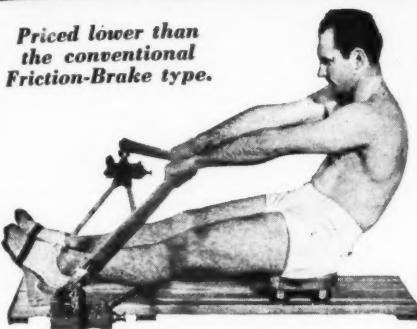
**It must be mighty nice** to have a face that even the postman can't forget. While visiting in Pontiac last summer Coach Haussler of Pekin, Ill., received a letter without his name on the envelope. The envelope bore, instead, a small map of Illinois, an emblem of a certain make of car, and Haussler's picture. The letter had been delivered without delay. All in a day's work for the Farley-men.

**Since its inception in 1933**, six-man football has had a tremendous growth, especially in the Middle West where there are a great many small high schools that do not have sufficient enrollment nor financial backing to support the standard game. Probably as many as 1,500 schools are now using the sport as a part of their interscholastic or intramural program. Much of the credit for the success of the new game must be given to its originator, Stephen Epler, who devised the first set of rules while teaching at Chester, Neb. He is thus the second American to supply a good game to fill a need in our high school athletic program. Dr. James Naismith, the originator of basketball, was the first.

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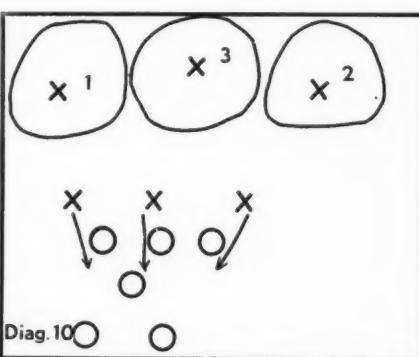
(Continued from page 10)

tory, 3 covers the center area and the safety takes any deep man.

In **Diag. 9** the ends rush, the defensive center and 2 cover the flat zones, and 1 and 3 take the deep territory when the formation is balanced or unbalanced to the right. If the formation is unbalanced to the left, the center takes the flat on the right, 2 drops back to cover the deep territory on the offensive right, the safety moves over to his right and 1 covers the flat in his own territory.



The defense in **Diag. 10** is designed to knock down the pass or hurry the passer so that his throw will be inaccurate and perhaps intercepted. The three linemen rush hard, 1 and 2 take the side territory and 3 the center zone. The outside halfbacks must be careful not to come up too far and permit an opponent to sneak behind them. It may be easier for the offense to complete flat passes, as a result, but the completions should only go for small gains. Since 15 yards must be made in four downs the defense can afford to sacrifice some ground for safety's sake.



A combination defense may also be used to good effect in the six-man game. In this defense the outside halfbacks cover their zones while the middle backer-up covers the wingback.

Regardless of the style of defense used, its success depends upon the football sense and ability of the players. The system or style cannot be too rigid in six-man. If the player has a knack of being at the right place at the right time, he should not be forced to play a mechanical, set style of play but should be encouraged to make sensible adaptations.



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## SPORTS HYGIENE

By George Weinstein

George Weinstein is physical director at the Abington Avenue School in Newark, N. J., and also coaches baseball, basketball and track.

THE intelligent, conscientious care of the athlete is a vital responsibility of those connected in an official capacity with the conduct of competitive sports. Yet, despite the increased attention to public health and the many improvements in medical and sanitary knowledge, many coaches still violate some of the most elementary and commonly accepted health principles and practices.

With all the emphasis today on the high health values of athletics and on concentrated courses in hygiene and cleanliness, it is somewhat incongruous to still see such deplorable practices as:

1. The team water bucket and its inseparable companion, the team dipper; an efficacious spreader of colds, sore throats, trench mouth, etc.

2. The team sponge, which is used to wipe off dusty, sweaty faces and is then tossed back into the water bucket.

3. The team towel, or towels, which come hurtling across the floor during time-outs. The damper the towel the more thoroughly it mops the floor before it is put to the face of the player.

4. Spitting on the playing floor or gargling water and then spouting it out on the floor.

5. The team lemon or orange, brought out between quarters and passed around from mouth to mouth.

6. Sweat shirts, jerseys, or other equipment, being exchanged by perspiring players.

7. Wet towels and sweaty suits hanging in the locker room, permeating the dressing quarters with a bad odor.

8. No footbath solution in the dressing room for the prevention of athlete's foot.

9. The team cake of soap. An excellent method of spreading skin and other infections.

10. Gymnasium mats, which are not cleaned, aired, or even swept off, from the day they are delivered, brand new, to the day they are retired from active service.

11. Gym classes perspiring profusely while working in street clothes; an unwholesome group of pupils to send along to the next-period teacher.

From the type of violation of the ordinary health code it appears that where the coach does not have the excuse of insufficient funds, he is to blame for the many unsanitary acts. If the boy does not know better it is directly the fault of his coach. Many of the malpractices can easily be eliminated. Specific suggestions to the coach include the following points.

Use individual drinking cups or bottles in a portable carrier to solve the water problem. Each boy should be supplied with a clean towel for every practice and game, individually assigned and marked for identification. Towels are to be handed to the player, not tossed. Every man should have his own cake of soap and be expected to use no one else's. A new cake may be given to the individual player every day. Soap is certainly cheap enough, especially if

the small shower or hotel size is used. To obviate the necessity of exchanging jerseys or sweatshirts, issue extra ones with each suit or uniform. The suits should be laundered two or three times a month or every week if possible.

Provide the proper place and receptacle for expectorating. During the course of a game, a player may be forced to spit on the floor but there is no excuse for this disgusting practice during time-outs and other rest periods. Lemons or oranges are not so expensive that each player cannot be given a quarter or a half

of one. A footbath for the prevention of athlete's foot is absolutely indispensable in any shower and locker room. The irritation occurs often as a result of contamination from the floors of locker rooms, shower rooms, etc. These surfaces should be scrubbed thoroughly with a disinfecting cleansing solution as often as possible.

Some of these remedial measures may cost a little extra money, and may mean that an already stringent budget will have to be stretched still further. But it is worth a few dollars to safeguard our athletes.

## Nat'l Federation News

DURING the past several years a number of changes have been made in the football rules in the interests of simplification. There are still possibilities along this line because it is generally conceded that football rules are more complicated than is necessary. It is desirable that football men throughout the country be thinking along these lines as the season progresses. There are several possibilities that should be considered.

The try for point has always given rise to a number of questions since it is different in many respects from any other type of down. One of the ways in which it differs lies in the fact that the try is considered as having started as soon as the Referee blows his whistle. In the case of any other scrimmage down, the down starts when the ball is snapped. It is probable that this difference is a carry-over from the days when the try was always a kick and hence it had many of the elements of a free kick. The fact that there is a period between the time of the whistle and the time of the snap makes it difficult for an official to determine what to do in case a foul occurs during this period. Probably no damage would be done by eliminating this condition by making the try start with the snap. The period prior to the snap would be considered the same as any other period between downs. This slight change would have practically no effect on playing procedure and would eliminate a number of exceptions to general rules.

Another possibility for considerable simplification is in connection with continuing action fouls. The fact that continuing action is sometimes considered part of the preceding down and sometimes a part of the period between downs gives rise to innumerable complications. Football is largely a problem of measurement and is, therefore, something of an exact science. If the rules makers were starting from scratch and did not find it necessary to govern their actions by tradition, it is a certainty that they would set a definite time when a down and a scrimmage starts and a definite time when it ends. The culmination of a down should

probably be when the whistle blows or, at least, when the whistle should blow in the case where forward progress is stopped and the official is late in blowing his whistle. Whatever straggling action there is following the whistle might be considered a part of the period between downs and would have no effect on action which occurred during the down.

This is in harmony with the pronounced tendency in the last couple of years to allow a team a gain which has been legally made prior to some subsequent illegal action. A case in point is in connection with a forward pass that is thrown from beyond the line of scrimmage. In this case the team is allowed the gain which was made up to the spot of the pass and the penalty is enforced from the spot of the pass. If all continuing action were treated as a part of the period between downs, many complications would be eliminated. This would be in harmony with what is already done when the continuing action follows a score or follows an out-of-bounds ball.

It may be that the treatment of a continuing action foul is a heritage from the days when it was customary for a player to look for the best time to slug an opponent. Under such conditions he might wait until the period between downs and thus not annul a gain. Fortunately, this attitude on the part of players in school contests has almost disappeared and there is probably no longer any necessity for the rules being based on the assumption that players are always waiting for a chance to put an opponent out of action.

Other possibilities for simplification are in connection with the elimination of the distinction between free ball and loose ball when a foul occurs. Under the present interscholastic rules, the free ball happens so seldom that it could probably be disregarded. It is doubtful whether any team would be handicapped by having a foul which occurs during a free ball, penalized from the spot of last possession, with the team which was last in possession being considered the offensive team.

(Concluded on page 40)

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# From Coaching School Notebooks

**Tad Wieman**

Reported by Floyd Schwartzwalder  
Parkersburg H. S., W. Va.

**P**RINCETON's new head coach, Tad Wieman, is a teacher of unusual gifts. Faintly professorial in his manner of delivery, his lectures have a slight academic cast. But this adds to rather than detracts from the effectiveness of his talks.

At the West Virginia University Coaching School, Wieman, who has a reputation of being one of the best line coaches in the country, dwelt wholly on the fundamentals of offense and defense. Working on the principle that the opponents know beforehand all that you are going to do, he explained the principles on which an offense is built. The purpose of the attack is to control the opponents and keep them away from the path of the ball. Formations are not all important. The offense is blocking, and in blocking the most important thing is position. The perfectly designed play places the blocker between the defensive man and the path of the ball. The idea is to build little row of fences for your ball-carrier.

If the play is to go over the offensive lineman, he must charge his opponent out of the way. This usually requires the assistance of another lineman. On plays removed from his territory, he may screen the defensive opponent away from the play or go downfield to block the defensive secondary. This can be done effectively by one man. The secondary assignment of all linemen on all plays is to go downfield and block ahead of the ball-carrier. Maneuvering in the open field is a team proposition between the blocker and the ball-carrier, but in line plays the blocker must be drilled constantly to get his man into position before throwing the block.

Thus, the principles of offensive line play boils down to position, eyes, feet, low leverage, and intensity of charge. Position is the most important principle. Defensive men may be drawn into favorable position by, first, the design of the play or the draw of the ball-carrier. Secondly, defensive men may be sucked into position by deceptive ball-handling and decoys who appear to have the ball but haven't. Dick Harlow of Harvard is a master at this type of deception. And thirdly, the blocker may maneuver his man into position by such ruses as the open-and-shut

stunt in which he invites a defensive man through an opening and then smacks him.

The inside tackle play in **Diag. 1** is an illustration of how blocking position may be obtained by the proper assignment. The ball is snapped to the tailback who starts laterally to the right. The right end makes a stab at the defensive tackle and then crosses over for a perfect shot at the oncoming defensive fullback. The defensive tackle comes through but becomes the victim of a double team block by the blocking

back and fullback. The weak-side end and tackle feint at the defensive end and tackle, respectively, to hold them up momentarily and then go downfield to lead the ball-carrier who has smashed inside tackle and cut over to his left. The running guard blocks the defensive center and the two offensive tackles team up on the guard.

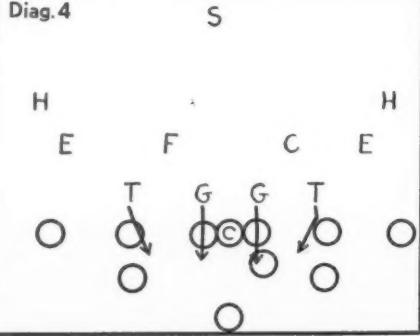
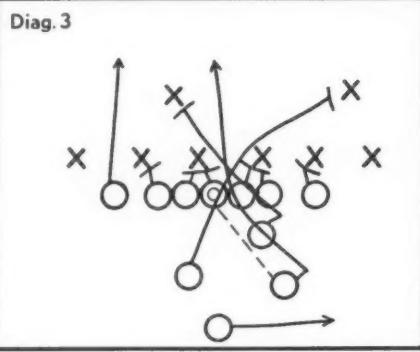
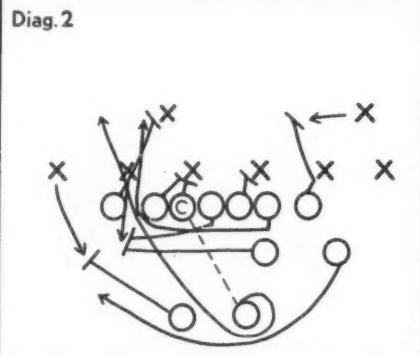
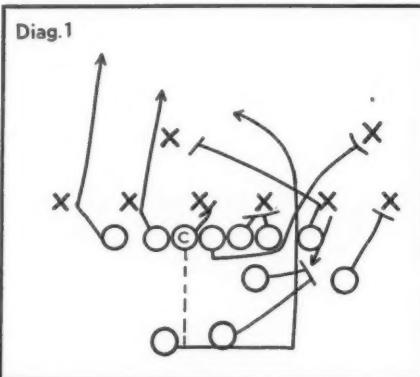
**Diag. 2** shows how blocking position may be obtained by a combination of proper assignments and deceptive ball-handling. This time the ball is snapped to the fullback who spins and fakes a reverse to the wingback. The wing continues on and helps the tailback with the defensive right end. The running guard and blocking back mouse-trap the right tackle while the left end takes a direct swipe at the fullback. The right end holds up the defensive tackle and then quickly moves into the path of the strong-side backer-up. The outside tackle leads the fullback through the hole inside tackle.

## Types of line blocks

Against defensive lines that are playing high, the shoulder-to-shoulder type of block in which the defensive man is driven straight back is highly effective because it drives the defensive lineman into his own secondary. This, however, has become an impractical block because most coaches now have their linemen playing low. This type of stance gives the defensive man so much straightaway power and intensity in his charge that it is almost impossible to take him straight back. It now becomes necessary for the offense to adopt a lateral opening charge.

Wieman uses a post-and-lead block to make a lateral opening. The blocking post charges at the defensive man's mid-section, stops when contact is established and sets him up for the lead blocker. The latter takes his initial step with the outside foot and dips his shoulders to get under his opponent from the side. As the defensive lineman is started laterally both the lead blocker and the blocking post follow up quickly with a semi-pivot and drive the defensive man completely to one side and out of the path of the play. This type of blocking requires one or more interferers to precede the ball-carrier through the hole.

**Diag. 3** is an example of a lateral opening play with the interferers preceding the ball-carrier. The right tackle and the left guard in this short punt formation (which Wieman uses to complement his single wing at Princeton) are the posts since they are furthest away from the point of attack. They check the guards while the lead blockers exert pressure from the flank to move the defensive men laterally. The right guard leads with the left foot; the center with the right. They lead with the foot opposite the shoulder with which contact will be made. They do not direct their charges



straight ahead but forward and then laterally in a wheeling motion. The purpose of this charge is to develop the hole between the lead blockers.

The ball-carrier and the blocking back step to the right to pull the defense over in order to give the left halfback time to race through the hole and get the backer-up on the strong side. The blocking back hits the other backer-up and the ball-carrier cuts through the hole over center.

For pulling out of the line, Wieman prefers a step back with the foot nearest the direction of the play rather than a cross-over step. He believes it gives the man better clearance from the line as well as better balance. As the ball is snapped the body pivots and the foot on the side toward which the lineman is to run is moved diagonally backward. The second step is with the far foot and is also diagonally backward. The third step is parallel to the scrimmage line and should find the lineman in normal stride but still running low. For some plays the second step is parallel to the scrimmage line rather than diagonally backward, and for others it may be necessary to take three steps diagonally backward. In drilling his men on pulling out, Wieman draws lines upon the ground with lime. He uses one step back (along the first line) for an inside block, two steps for rounding a corner, and three steps for blocking on passes or wide sweeps.

#### Wieman on defense

Just as offensive line play is blocking, so defensive line play is tackling. But in order to tackle, the lineman must reach the runner; and when opposed by good blockers this is often difficult. A great deal of time should be spent, therefore, in devising, practising and perfecting various stunts that will help the defensive lineman get into position to tackle.

First he must get across the scrimmage line. This means getting across with the feet as well as with the hands. In contrast to many coaches who teach a lunge as the initial movement, Wieman believes the feet should move first. There is no boxing or wrestling, no drifting or waiting. The lineman charges the man directly in front of him, and never gives ground except in the direction from which he came. This precludes the possibility of a large hole being created between two defensive linemen who might be angling in from different directions.

If the lineman fights resistance in going for the ball, it will take him to his objective. If no resistance is offered he should check first as a precaution against mousetrap plays and then go on inside. One step penetration is enough. The lineman does not continue on straight across but converges on the ball, meeting the ball-carrier at the cross-roads. As long as the lineman does not go for the ball until he has crossed the line of scrimmage and protected his own territory, he will keep the opponents' spinners, reverses and split-buck plays from working successfully.

Tackling is the final objective of defense—everything else is merely preliminary. Coach Wieman keeps all the foregoing maneuvers related by a continuous drill in which a defensive line is set up against an offensive line with a ball-carrier. On the snap of the ball the back runs wherever he wishes. All linemen, both offensive and defensive, assume the play is going over them and play accordingly. In this way they are afforded practice in the various phases of defensive play and learn to relate each part of the job to the other parts in correct sequence. Much latitude is permitted in the use of individual stunts but the basic principles are followed religiously. They are simple, direct and a hundred percent applicable.

In deploying his defensive line, Wieman believes in spacing on men rather than in seams. If the lineman is in a seam he can control only the seam in front of him, but if he is on a man he can control two seams because there is no one offensive player with a favorable blocking position on him. This makes double teaming necessary on the part of the offense. Against an unusual offensive alignment for which he is unprepared, he may maintain a sound spacing by extending his arms and touching the fingertips of his teammates on either side.

Should the offense suddenly shift into a spread formation (Diag. 4), the ends should drop back and help defend against passes. Even in their semi-retreated positions, the wings are still in position to stop running plays. The guards and tackles watch the ball. If it goes to the short man, they close in to prevent a buck. If it goes to the long man, they rush him to hurry the pass or prevent a run. The defensive backfield play zone on passes.

#### Defensive stunts

In his presentation of individual defensive tactics, Wieman made a clear distinction between the play of the guards and tackles. The problem confronting the guard is entirely different from that confronting the tackle. The guard, usually, is immediately attacked by two opponents shoulder to shoulder, and if the play comes over his territory it usually reaches him with the least possible delay. Therefore, he is called upon to withstand a terrific initial thrust and must execute whatever maneuver he has in mind without any loss of time.

The guard has a choice of three stunts. The first, the sidestep—one-and-play-the-other, permits the concentration of power on one opponent rather than over two men. The guard takes a stance directly in front of the man he expects to elude. Then, as the ball is snapped he charges at the other opponent with full force. Assuming that he lines up in front of the man on his right to play the man on his left, the guard steps across with his right foot (a cross-step) at the same time applying force with his hands on the man he is playing. It is imperative that his feet move

(Continued on page 36)

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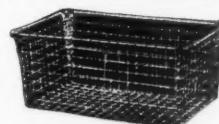
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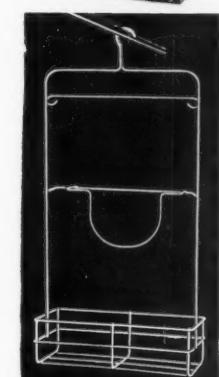
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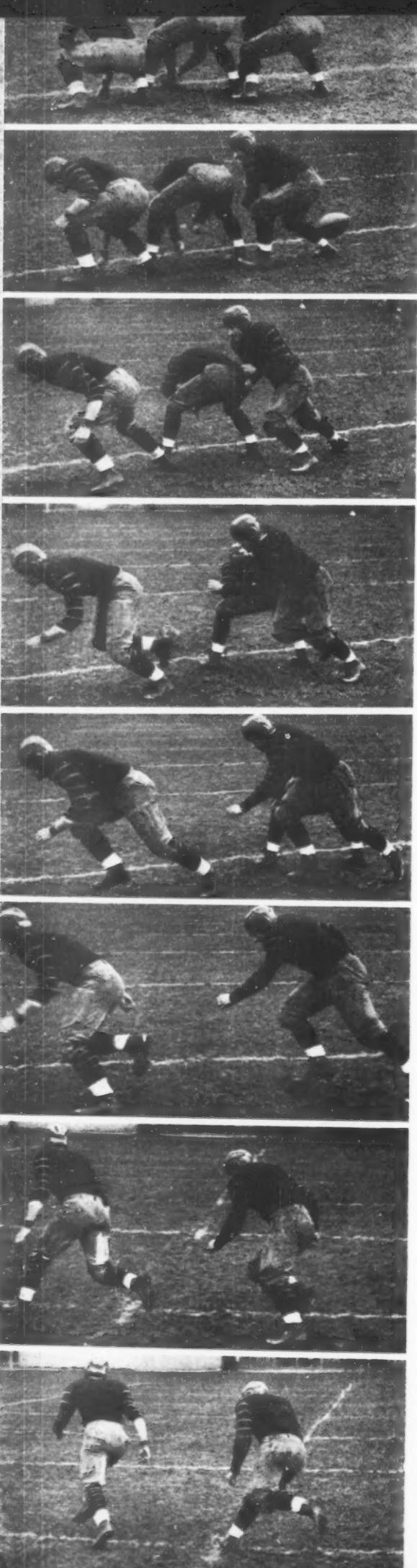


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across at the same time the blow is delivered with the hands, otherwise he is entirely exposed to the attack of the opponent in front of whom he took his position.

If the initial charge is sufficient to move the opponent attacked backward and to one side, the defensive man may step back over the ground originally occupied by the man he has sidestepped.

The second option of the guard is a submarine. To make this maneuver more effective, the guard can preface his dive with a high feint. The guard dives forward throwing his head and shoulders flat upon the ground beneath the knees of the two opponents. As his shoulders and body hit the ground, his feet are drawn up under him. The arms and head are snapped up forcefully, as the opponents charge, in position for the tackle. This stunt is especially effective against mass attacks over the guard's territory.

The going-over-the-top stunt is a third way in which the guard may get through the offensive line and break up the play. This stunt resembles a leap frog or a hurdle. In contrast to the submarine, in this stunt it is best to first fake a low charge. The guard places one hand on the back of each opponent, swings the forward leg over their backs, then pushes their heads down sharply with the hands and at the same time jumps from the rear foot. The opponents will usually hit the rear leg in their charge, but if the guard lets it go limp upon contact it will not bother him.

The other method of going over the line is a little more certain and less dangerous but does not put the guard into the opponents' backfield in a position to tackle quite so quickly. The guard merely dives straight over the backs of both the opponents. The player comes down on his hands, then draws his feet up under himself quickly, and rises to his feet ready for the play.

#### Stunts for tackles

The tackle, as a rule, is confronted by one man at a time. There may be more than one offensive player coming at him during the course of a play, but it is seldom that they come at him at exactly the same instant. Furthermore, as compared with the guard,

#### Pulling Out

**Pulling out of the line, Princeton style.** In the Tad Wieman school of guard play the guards, after the snap, pull out by stepping back and pivoting at the same time with the foot closest to the direction of the play. The second step is a cross-over with the far foot. On some plays the guards may take a diagonal step backward after the initial step and follow this perhaps with a third diagonal step backward. When the men make their turn to go downfield, the near guard takes the outside path and the guard who had the longer distance to run goes through on the inside.

there is a greater lapse of time after the snap before the play reaches the territory defended by the tackle. This enables the tackle to assume a higher stance and do some maneuvering before meeting the play.

The tackle is immediately opposed by the offensive end, and his first responsibility is to dispose of this opponent. Perhaps the simplest method to accomplish this is the power charge. The object of this charge is to drive the opponent straight backward by jolting him on the shoulders with both hands. The tackle lines up with his inside leg forward, giving the end his strong leg as he charges. This stunt may be used to advantage against a formation which plays the halfbacks inside the ends. The idea is to hold the end off and drive him to the inside, the tackle himself keeping clear to stop plays coming outside. It works well against waiting ends.

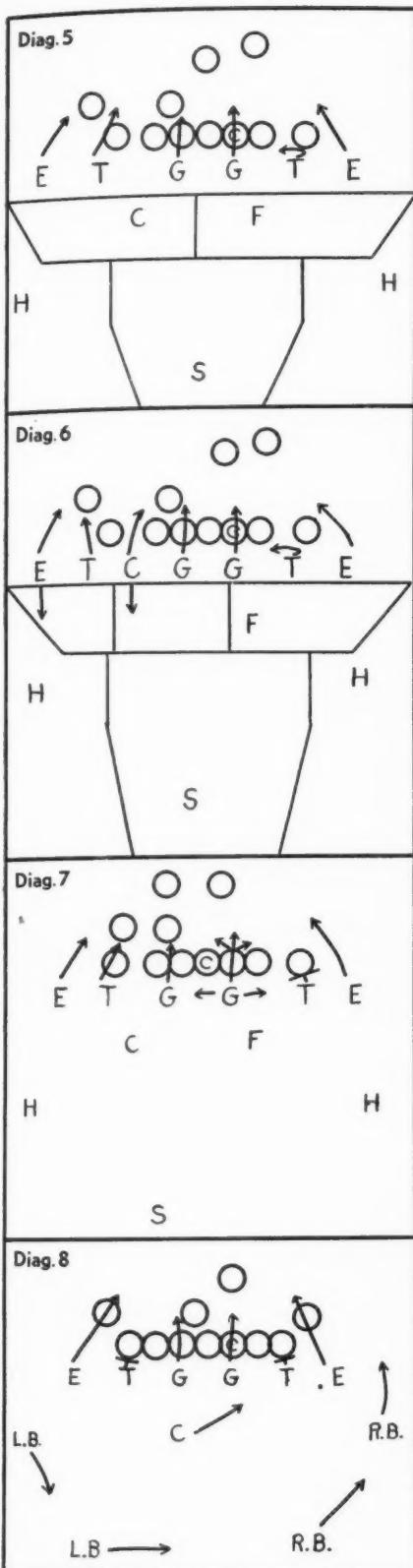
#### Straight sidestep

Another effective and simple maneuver for the tackle is the straight sidestep. He stands with weight balanced and under control until the opponent charges. He then merely glides one way or the other causing the opponent to miss. The hands are carried in front of the body in a position to ward off the offensive end should the sidestep carry him into this man.

The feint-one-way-and-sidestep-the-other is perhaps the most effective maneuver of all for the tackle. Assuming that the tackle wishes to pull this stunt against the offensive left end, he lines up with his left foot forward. As the ball is snapped, he moves this foot about six inches laterally. This tends to draw the charge of the opponent in that direction. The weight is shifted immediately to the right foot and the tackle glides back to the right with both feet.

Before each play each defensive man should take careful note of the tactical situation. He should check such factors as down, position on the field, minutes to play, yards to go, score and then put himself in the position of the opposing quarterback and figure out what type of play he would call. After deciding what would be the most logical play to call, the conclusion should be checked against the formation taken and the arrangement of the players as they come out of the huddle. Defensive players should also be on the lookout for tell-tale give-aways. An intelligent defensive man should thus be able to anticipate quite accurately what general type of play to expect.

After discussing individual defense, Wieman then dealt with the problem of defense from the point of view of co-operative effort and team unity. The Princeton coach favors a shifting combination of a 6-2-2-1 (Diag. 5) with a 7-1-2-1 to stop the single wing offense. The center protects the strong side where he is in position to slip into the line just before the ball is passed. This complicates blocking assignments for the offense and makes it impossible



to double team the defensive left tackle, center and guard. With the center in the line, the left end is responsible for the flat zone.

#### Assignments in line

The right end smashes toward the ball. The right tackle plays a waiting game, controls the left end and may drift to the outside. Both guards play straight away. The left tackle charges the strong-side end from the outside and tries to get one step across the line.

The left end charges over the outside shoulder of the wingback. The center and fullback back up the holes between the defensive guards and tackles, and play from two to five yards back. The halfbacks play from seven to twelve yards back and to the outside of their ends. The safety man is from 20 to 30 yards back. The backs play a zone pass defense.

Wieman's 7-1-2-1 with the center in the line is outlined in **Diag. 6**. On passes the left end drops back and helps the center who is now less effective as a pass defender. The left tackle charges wider and the center hammers in on all running plays. On passes he still drops back but does not cover as large a zone. The other linemen play as in a six-man line. The fullback has a greater responsibility for passes to his left than in the preceding defensive alignment.

Against a Notre Dame balanced line formation (**Diag. 7**), the Princeton coach uses a 6-2-2-1. The weak-side end smashes for the man who first gets the ball. The right tackle controls the offensive end and plays a delayed game with no penetration. The right guard may hold the opposing tackle off with his hands, cut through the hole left by the guard and try to tackle behind the line, or he may drop back of his own line and move laterally or backward with the opposing guard if he pulls out.

The left guard hammers the seam but plays conservatively. On spinner plays he is responsible for the spinning man, and ignores the man to whom the ball is supposedly given. The left tackle plays over the outside shoulder of the end and tries to get a yard penetration. The center is responsible for all spin-and-give plays and for straight bucks. The backs have practically the same assignments as against a single wing attack.

#### Against double wing

Since the strength of a double wing-back formation is conceded to be inside and outside the tackles, Wieman masses strength at these points with a 6-3-2 (**Diag. 8**). The ends smash hard and fast and must pile up the interference should the reverse go their way. The tackles do not penetrate but control the ends. If the end and wingback in front of him leave to run behind their own line of scrimmage, the tackle must follow, cut in closely behind the line and look for the wingback again as he cuts back into the line with the ball.

The guards play straight away on the men that stay in the line. The center backer-up follows the blocking back who will lead him to the ball-carrier. The outside backer-up watch the end and wingback combinations. If the wingback moves up to take the tackle, the backer-up on that side also moves up and plays as an end. If both the wingback and end leave their positions, the backer-up drops back and over. When they both come down the field, he drops back expecting a pass.

(Concluded on page 38)

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The outside backer-up takes the first man to break outside and the back in the defensive secondary behind him takes the deeper man. If the offensive man crosses, the defensive back yells "cross" and looks for a receiver coming from the other side. If this receiver does not materialize, he continues in the direction of the deep man who is covering the man who crossed. If the wingback goes back and the end remains, the backer-up may expect a single or double reverse.

In the diagram the arrows indicate the action of the defensive backs when the play swings to the left. The weak-side backer-up moves up and becomes an end while the right halfback moves up and replaces him. The left halfback crosses over to protect the territory left vacant by the right halfback, and the left backer-up drops back to cover the left halfback's territory. The center comes up on the inside after he is sure that the spinner does not have the ball. This system of shifting is reversed on offensive plays to the right.

### Gus Dorais

WITH a good passer and a well-developed passing game, Gus Dorais believes there is no reason why passes should not be used in very much the same manner as running plays. Unless a pass is intercepted it cannot lose ground and the possibility of a substantial gain is greater than on a running play. Even though none were to succeed, it would still be good strategy to throw a few passes to keep the defense guessing. The mere threat of a pass, declared Dorais at the West Virginia University Coaching School, causes the defense to spread and makes the secondary hesitate before moving up to reinforce the line on running plays.

The University of Detroit coach prefers the optional type of pass rather than a mechanical or spot pass. The optional pass leaves the selection of a receiver with the passer. Keeping the whole field in his vision, he steps back and rifles the ball to any eligible man in the open. The mechanical type of pass is one in which the passer throws to a particular receiver at a specifically designated spot. Dorais believes this type of pass encourages loafing on the part of all except the assigned receiver. This fact is obvious to a smart defense and makes coverage relatively simple. If the potential receiver is covered and the other eligibles are loafing or not expecting the pass, the result is disastrous to the passing team.

However, it is difficult to find or develop a passer who can keep the whole field in his vision and always throw to the right man. Many of these so-called optional passers often de-

cide in their own minds before the play develops to whom they will throw the ball, and concentrate on this one player without looking at the others. Nevertheless, by careful observation of the defense the average passer can frequently guess in advance which receiver is most likely to work himself into the clear. Despite the fact that the passer selects a receiver in advance, if he chooses wisely the choice pass is still an effective weapon.

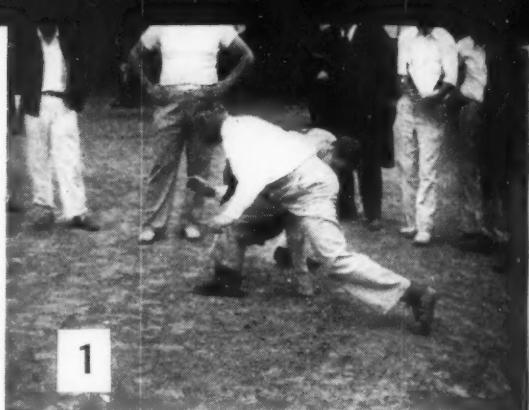
Sammy Baugh, now with the Washington Redskins and a member of the all-star team that Dorais coached last year, is the Detroit coach's idea of a perfect optional passer. The only fault Dorais found with famous Sammy was that he threw the ball so hard that the northern boys could hardly hang on to it.

Detroit teams operate principally from a modified single wingback but Coach Dorais is convinced the punt is the best formation to pass from because of the depth of the passer, the spread of the ends, the balance which makes protection easier and more effective, and the additional threat of a kick as well as a run.

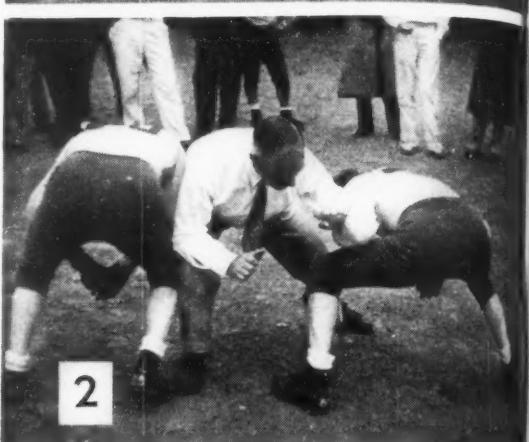
Dorais uses a passing system similar to Lynn Waldorf's at Northwestern in which both the receivers and the defensive zones are numbered. (For an outline of Waldorf's system, see "From Coaching School Notebooks," page 18 in the September Scholastic Coach.) Every pass play

### How to Play Tackle

When the elements conspired against Carl Snavely at his coaching school in Ithaca, the Cornell coach did not send his pupils off to the moving pictures. He simply moved the school indoors to the baseball cage. It was on one of these rainy afternoons that the master doffed his tropical jacket and showed the boys how to play tackle. Speaking rapidly while he demonstrated, he set up the following situations and explained the purpose of each of the maneuvers. In the first picture, "the tackle is protected against the end and still has his hands free for use on the wingback." Snavely is well braced after a long step and presents the offensive end the side of his hip. The Cornell coach called the second maneuver "an approved style of tackle play. Charge the end but give him only the thighs and forearm for contact and have both hands ready for the wingback. Or throw the hip and elbow into the wingback (third picture) and have the hands ready for the end." Note how Snavely always throws his weight directly at the man he is playing and keeps a low center of gravity. For the fourth picture the Scholastic Coach soundtrack picked up the following words of wisdom, "The tackle will never be in trouble on the short side if he can gain a position such as this on his initial charge." Short-side tackle Snavely has jolted the offensive end into his teammate on the immediate right. The Cornell football teacher's caption for the last picture is "How not to play tackle. The tackle is actually helping the offensive end to block him by pulling him into his legs and holding him so that the end can maintain contact."



1



2



3

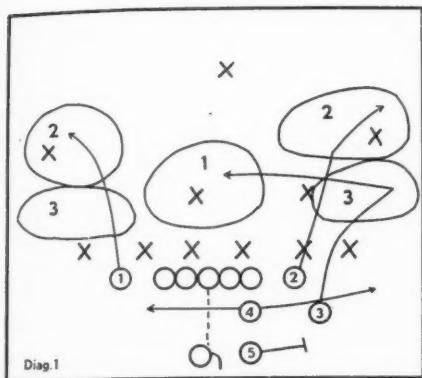


4



5

has a regular number. If the quarterback desires a variation in the pass due to the particular defensive set-up, he may modify the play with a second complementary signal, assigning a certain receiver to a different zone. If he does not wish to change the zones of the receivers, he may direct attention to the receiver by calling his number and zone.



**Diag 1**, a regular Detroit pass play, shows how the system works. Left zones 2 and 3 is the territory in which the No. 1 receiver or left end operates. The No. 2 receiver, or right end, usually maneuvers around in the 2 and 3 zones on the right. The backs may be sent into any of these zones according to the play or desire of the quarterback. Let us assume that the quarterback has called for pass play number 21-31. This means that the eligible receivers will fan out according to their assignments in the regular 21 pass (shown in the diagram) with the No. 3 man the most likely receiver in the 1 zone.

If the signal caller notices the defensive fullback dropping back quickly into the 1 zone, he may call pass 21-33 which will send the No. 3 receiver into the 3 zone for the pass. The No. 2 receiver (right end) keeps the defensive end deep and the pass is completed. The No. 4 receiver may block either to the right or left, or race into a zone if his protection is unnecessary. In this pass system the ends seldom cross and except on rare occasions two men are never sent into the same zone.

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## Better Officiating

(Continued from page 18)

Linesman and the Field Judge are practically the same on all running plays as described briefly in Diag. 2.

Diag. 5 outlines the positions of the officials when the ball is in defensive territory, on or about the 30-yard line with the possibility of a punt.

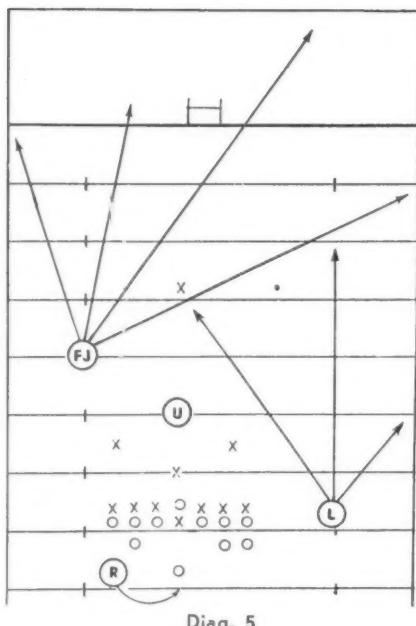
The Referee stays with the kicker and determines where the ball crossed the sideline if the kick goes out of bounds in the air. If a fast return is made up the side line, the Referee may have to move to cover either side. The Referee cleans up on his way down the field when the play is practically over.

The Umpire stays in position and turns when the players have gone through his position, remaining substantially in the same place and observing the actions of players.

The Linesman covers his sideline on all kicks and assists the Field Judge when the ball is caught and returned.

The Field Judge operates in any direction indicated by the flight of the ball, picks up the receiver and stays with him until the ball is declared dead.

When only three officials are used the Referee and Umpire must interchange their normal duties under cer-



Diag. 5

tain situations. It may become necessary for the Linesman and Umpire to assume the duties of the Field Judge, and for the Referee to assume part of the duties of the Umpire. An understanding as to how these duties are to be divided should be reached before the game.

## Federation News

(Continued from page 33)

Other possibilities for simplification may develop after the season progresses. In the meantime a real service might be rendered by giving attention to those mentioned.

The Minnesota state association has inaugurated a state-wide program of football interpretation meetings. An all-day meeting was held in Minneapolis at the beginning of the season. This meeting was in charge of one of the editors of the football guide and was attended by twenty-five competent football authorities appointed by the state executive officer. Following this all-day meeting, each man in attendance conducted the rules discussion at a local meeting in his own section.

Kansas has enlarged its state association bulletin and has renamed it the *Kansas High School Activities Journal*. The journal is edited by Commissioner E. A. Thomas and Assistant Delmar Curry. Mr. Curry was recently appointed by the state board of control to assist in the work of the state office. Kansas is the second state to employ two full time executive officers.

Wisconsin, the originator of athletic insurance through the state high school office, has enlarged its insurance program to include coverage while players are being transported to and from games. A small fee of ten cents per boy is charged to permit this additional coverage.

A sectional meeting of the National Federation is being planned for Jackson, Miss., during October. Details are being worked out by E. S. Bowlus of Brookhaven.

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• "Last-Bilt" Balls contain an inside laminated carcass built over a scientifically true spherical form or last. Every ball is controlled as to size, shape, and weight, and is perfectly round and uniform . . . The new "seamlike channels" prevent sailing or floating and are an aid to better passing. "Last-Bilt" Balls will outwear the ordinary type three-to-one.

If it's "Last-Bilt"... It's "Built to Last"

THE P. GOLDSMITH SONS, INC. CINCINNATI, OHIO U.S.A.